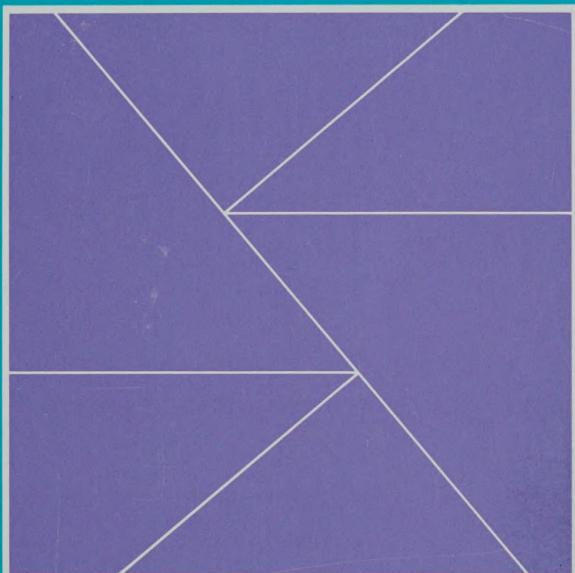


SIMMONS

COLLEGE

CATALOG



1987/1988

B O S T O N



Photo by Bradford Herzog.

**Simmons College Catalog
1987-1988**

Calendar 1987-88

1987

AUGUST						
S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER						
S	M	T	W	T	F	S
		1	2	3		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1988

JANUARY						
S	M	T	W	T	F	S
		1	2			
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

First Semester

August

31 New students arrive for Orientation

September

1-3 Orientation continues
4 New student registration
8 Upperclassmen check-in and registration
8 Courses must be dropped for a full refund
9 Classes begin

October

2 Final day to add a course
12, 13 Columbus Day holiday
30 Final day to drop a course

November

11 Veterans' Day holiday
25 Thanksgiving recess begins (3:30 p.m.)
30 Classes resume

December

14 Classes end
15 Reading and review
16-18, 21, 22 Final exams

Second Semester

January

25 Registration and check-in
25 Courses must be dropped for a full refund
26 Classes begin

February

15 President's Day
19 Final day to add a course

March

18 Final day to drop a course
19 Spring vacation begins
28 Classes resume

April

18 Patriots' Day holiday

May

6 Classes end
9, 10 Reading and review
11-13, 16, 17 Final exams
22 Commencement

Summer Session

May

23 Summer Session I begins
30 Memorial Day holiday

July

1 Summer Session I ends
4 Independence Day holiday
5 Summer Session II begins

August

12 Summer Session II ends

1988

FEBRUARY

1 2 3 4 5 6 7
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29

MARCH

1 2 3 4 5 6 7
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30 31

APRIL

1 2 3 4 5 6 7
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30

MAY

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31

JUNE

1 2 3 4 5 6 7
5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28 29 30

JULY

1 2 3 4 5 6 7
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
31

AUGUST

1 2 3 4 5 6 7
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30 31

Simmons College Catalog, 1987-88

April 1987

Table of Contents

Calendar	2	Physical Therapy	168
Directory	4	Social Work	168
The College	5	The Corporation	172
The City and Beyond	6	Emeriti	172
The College Community	6	Administrative Offices	174
Student Services	9	Voting Members of the College Faculties	178
Expenses	12	Awards and Prizes	187
Admissions	15	Honorary Degrees	188
Financial Aid	19	Index	190
The Educational Program	21		
Degree Requirements	26		
Courses and Concentrations	29		
Art and Music	30	All requests for application forms or for information should be addressed to the Director of Admissions, Simmons College, 300 The Fenway, Boston, MA 02115. All other requests should be directed to the Registrar at the same address.	
Biology	35	Statements in the Simmons College catalogs should be taken as the College's current determination of courses, programs, tuition, and fees as presently established. Admission to specific courses and programs will be dependent upon qualifications of students and the availability of instruction. Simmons College reserves the right to change its courses, programs, tuition, and fees subsequent to the publication of this catalog.	
Chemistry	39		
Communications	42		
Economics	47		
Education and Human Services	51		
English	64		
Foreign Languages and Literatures	73		
History	81		
Management	89		
Prince Program in Retail Management	98		
Mathematics	100		
Nursing	103		
Nutrition	107		
Philosophy	111		
Physical Education/Athletics	114		
Physical Therapy	115		
Physics	118		
Political Science	121		
Psychology	125		
Sociology	130		
Interdepartmental Concentrations	135		
Afro-American Studies	135		
American Studies	136		
Computer Science	139		
International Relations	141		
Women's Studies	143		
Other Programs	145		
Graduate Programs	147		
Expenses	149		
Children's Literature	151		
Communications Management	152		
Education	153		
English	155		
Foreign Languages and Literatures	156		
Interdisciplinary	157		
Health Care Administration	157		
Liberal Studies	158		
Library and Information Science	159		
Management	163		
Nursing	165		

Directory

Main College Building, 300 The Fenway,
Boston 02115
(617) 738-2000; after hours: (617) 738-2277

Administrative Offices

Accounts Payable 738-3173
Accounts Receivable 2121
Admissions 2107
Alumnae Affairs 2125
Archives 3141
Associate Deans of the College 2105
Athletics 2240
Bookstore 2212
Business Manager 2117
Cafeteria (Fens) 2130
Career Planning and Counseling 2179
Career Resource Center 3185
Career Services and Placement 2115
Comptroller 3170
Computer Facility: Director 2127
Programming 2128
Operations 2129
Continuing Education 2141
Copy Center 2265
Credit Union 2260
Dean of the College 2105
Dean of Graduate Studies and Social Sciences 3127
Dean of Humanities 2256
Dean of Sciences 3175
Development 2131
Housekeeping 2294
Library:
Office 2242
Circulation 2241
Reference 2244
Mail Room/Switchboard 2000
Maintenance 2140
Mary Garland Center 3160
Media Center 2243
Parking Control 2297
Payroll 3172
President 2101
Public Information 2124
Receiving/Shipping 2150
Receptionists:
Main Lobby 2280
Commons Lobby 3197
Library 3110
Science Center 2298
Registrar 2111

Security:

Commons 2288
Control 2277
Library 2242
Science Center 2298
Simmons News 3189
Sponsored Programs 3126
Student Accounts 2121
Student Activities 3116
Student Employment 2115
Student Financial Aid 2138
Student Government Association 3191
Summer Session 3131
Supportive Instructional Services 2137
Tennis 2297
Treasurer 3170
Vice President 2101
Women's Center 3298

Academic Departments/Programs

Afro-American Studies 738-3105
American Studies 2144
Art 2145
Arts Administration 2145
Biology 2191
Chemistry 2181
Stockroom 3146
Children's Literature 2258
Communications 2215
Computer Science 2166
Economics 3156
Education and Human Services 2157
English 2143
Foreign Languages and Literatures 2152
Health Care Administration 2211
History 2161
International Relations 3156
Library and Information Science:
Administration 2225
Admission/Registration 2264
Faculty Messages 2223
Library 2226
Management:
Graduate 2204
Middle 2267
Prince Retailing Program 2267
Undergraduate 2201

Mathematics 2166

Music 2147
Nursing 2206
Graduate Program 2255
Nutrition 2155
OPEN 2152
Philosophy 2164
Physical Education 2240
Physical Therapy 3180
Physics 2168
Political Science 3156
Psychology 2171
Social Work 2293
Sociology 3156
Women's Studies 2160

Residence Campus Offices

Director of Residence 738-3115
305 Brookline Ave.
Food Service 2246
84 Pilgrim Rd.
Health Center 2251
94 Pilgrim Rd.
Maintenance 2247
84 Pilgrim Rd.
Manager of Residence Halls 2248
321 Brookline Ave.
Quadside Café 3136
54 Pilgrim Rd.
Security Control 2277
255 Brookline Ave.

Residence Halls

Arnold 78 Pilgrim Rd.
738-2273
Dix 30 Pilgrim Rd. 2275
Evans 305 Brookline Ave.
2291
Mesick 291 Brookline Ave.
2281
Morse 275 Brookline Ave.
2271
North 86 Pilgrim Rd. 2283
Simmons 255 Brookline Ave.
2285
Smith 54 Pilgrim Rd. 2287
South 321 Brookline Ave. 2289

The College

Simmons College is a private nonsectarian four-year institution serving some 1,850 undergraduate women and 1,200 women and men in graduate and related studies. It was founded at the turn of the century under the will of a Boston businessman who had a novel idea about the higher education of women: John Simmons believed that women should be prepared for lifelong careers in the world of work and human affairs.

Simmons College was chartered in 1899. When it opened its doors in 1902, it was one of the first colleges in the nation, if not the world, devoted to the career education of women.

The Simmons idea is not novel today; indeed, its time has come. Since the early 1900s there have been dramatic changes in society's attitudes toward women and in women's perception of themselves and what they contribute in every field of activity. Simmons College has not only kept pace with these changes, it has helped to shape them in its classrooms and by the example of its graduates in the careers they have undertaken and the leadership they have provided.

To be sure, Simmons was founded to prepare women for specific careers, either immediately upon graduation or following postgraduate education. But professional education is not enough to equip Simmons graduates for the lives they may expect to lead. It is for this reason that a Simmons education embodies the principles of a liberal arts and sciences education with professional preparation.

Simmons believes that this combination will make a graduate's employment more satisfying in itself, help her plan intellectual growth and advancement within her chosen career, and enrich her life outside of it.

The ways in which Simmons responds to these needs are detailed in this cata-

log. Flexibility and individual responsibility mark the curriculum. A student may concentrate (or major) in a single discipline or professional field—English or education, biology or management. But undergraduates frequently combine concentrations, and the distinction between an academic and a professional field fades. Thus, a student may concentrate in English and communications, management and mathematics, biology and nutrition, and so on. Or she can create what is, in effect, a new concentration by combining groups of courses that previously have not been combined.

Independent learning is a central part of the Simmons experience. A low student-faculty ratio allows for individual attention: The professor will be closely involved in a student's work and she in her professor's. Most independent work comes in upperclass years, when a student has better defined the scope of her academic and career interests.

The larger community of metropolitan Boston is as important to Simmons students as the classroom, and much learning takes place off campus. Many of the departments include field work and internships as part of their regular course of study, or provide opportunities for field work, which students plan themselves. The office of a business or financial enterprise, a publishing house, a government department, a hospital, or a welfare agency—any one of these may play a major role in a Simmons education.

In these and other ways, Simmons strives to help the individual find her place in current urban society. The College is very much an urban institution, deeply involved in and committed to the solutions of the city's human problems, with programs and a location that make for a variety of associations. Simmons students go to nearby institutions for courses, field work, and volunteer or paid employment opportunities. Students

from other colleges take courses or participate in activities at Simmons, and many women are enrolled in continuing education and professional programs at the College.

The City and Beyond

The College has limited formal cooperative relations with The School of the Museum of Fine Arts, The New England Conservatory of Music, Hebrew College, and Emmanuel College. Also, some Simmons departments conduct portions of their academic work at neighboring institutions—hospitals, for example—and, on occasion, a student can make arrangements for work at still other institutions as part of her Simmons program. All of these arrangements are limited and must have prior institutional approval.

Often Simmons students look beyond Boston for study opportunities. Under approved foreign study programs, students may earn credits (taken over the span of a semester or a year) for a prescribed course of study at a foreign college or university. The College also participates in an exchange program with three other colleges in the United States. Double-degree programs are offered in cooperation with Hebrew College, Massachusetts College of Pharmacy and Allied Health Sciences, and Boston University and Dartmouth College (engineering).

Simmons students may also enroll in the Washington Semester at American University in Washington, D.C. Each year a limited number of qualified undergraduates, usually juniors, study political science, economics, public affairs, and international relations in the capital with a group of students from colleges all over the country. Often this experience opens the way to summer employment and, possibly, a career in public administration.

Full-time Simmons students may apply for admission into the U.S. Reserve Officers' Training Corps (ROTC) Program offered by the Department of Military Science at Northeastern University. Simmons students are eligible to apply for both two- and three-year ROTC scholarship assistance programs. Academic credit for courses taken in the ROTC Program may not be transferred for use toward the Simmons degree. Interested students should contact the Professor of Military Science, Northeastern University, 430 Parker Building, Boston, MA 02215.

The College Community

Simmons students are actively involved in and concerned with the affairs of the College, and examine in a variety of ways the principles by which the institution is governed.

Students are regular participants in formal and informal discussions with the President, other administrators, and the faculty. Students also serve on faculty committees that work on problems of curriculum and College policy. The various academic departments keep in touch with student opinion through liaison meetings.

Individual responsibility is the foundation of the Simmons community. The Honor System is based on the premise that everyone can uphold responsible academic and social standards of conduct without supervision. A full description of the Honor System appears in the Student Handbook.

The student's enrollment at the College carries with it the expectation that she will abide by the Honor Code of Responsibility and accept the standards of conduct and scholarship established by the faculty, students, and administration. The College reserves the right to require the withdrawal of any student who does not maintain acceptable aca-

demic standing or modes of behavior as outlined in the Student Handbook and other official College publications.

A student is responsible for her success at the College in yet another way. Enrollment in a course means a reciprocal agreement has been entered into between instructor and student: The instructor is obliged to teach, to evaluate student work, and to be available for conferences during designated office hours; the student is obliged to complete all work by the assigned deadlines, to attend all classes, and to devote sufficient out-of-class time to course material, so that what happens in class reaches a mind prepared for that day's lecture, lab, or discussion. Three hours spent out of class in preparation for every hour in class is a reasonable expectation.

Attendance and punctuality are expected at all classes. There are no established College-wide penalties for absences, but the instructor will take attendance into account when evaluating the student's achievement. The responsibility for explaining an absence rests with the individual student, but she must understand that the instructor is not obligated to grant requests for make-up or supplementary work regardless of the reason for absence.

While recognizing that some of a student's time might need to be set aside for outside employment and other non-academic obligations, College obligations—especially class attendance—must take precedence over all other commitments. In addition, attendance may be required at class meetings, lectures, or examinations scheduled at times outside the regular class hours.

For many students, substantial outside employment is a necessity. But a student who puts her paying job before her school work is cheating herself. The College thus urges a student caught between the demands of school work and a need for earning money to consider re-

ducing her hours of employment and to consult with a Financial Aid officer. No one can set aside sufficient time and energy to do justice to a full course load, and at the same time work at a paying job for more than ten hours a week (for freshmen) or 15 hours a week for upperclassmen.

As required by the General Laws of the Commonwealth of Massachusetts, the following section of an Act excusing the absence of students for their religious beliefs is included for reference by our students: *Chapter 151C, Section 2B:* "Any student in an educational or vocational training institution, other than a religious or denominational education or vocational training institution, who is unable, because of her/his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which she or he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of her/his availing himself of the provisions of the section."

The College's practice in regard to student record keeping is based on the provisions of the Educational Privacy Act of 1974, and is intended to be a safeguard against the unauthorized release of information. Information on the Educational Privacy Act and students' rights under the law is available in the Student Handbook. In addition, data regarding retention at Simmons is available from the Registrar of the College, in compliance with P.L. 94-482.

An undergraduate student who wishes to withdraw from the College must notify the Registrar, in writing, in advance of her withdrawal. Students are urged to consult with a dean of the College and with their parents or guardians before making a decision to withdraw from the College.

Simmons College provides housing on a space-available basis for full-time undergraduate students interested in living on campus. Housing may also be provided at nearby off-campus locations that are rented and staffed by Simmons College. Rooms on the campus are reserved for an entire academic semester, and a student is expected to maintain her residence on the campus for that semester. Any changes in room assignment or in residence during the year must receive prior approval from the Director of Residence. The College does not provide housing for part-time students or families. Permission to continue in residence following marriage must be secured from the Director of Residence.

Full-time undergraduate students who wish to change their residence status after enrolling at Simmons must notify the Director of Residence. Students are urged to consult with their parents or guardians before making a decision to live off campus.

All students who live on campus are expected to eat their meals at Bartol Hall at the regularly scheduled times. Special dietary arrangements for reasons of health are possible with the authorization of the College Physician. For an additional fee, resident students who wish to follow Kosher dietary guidelines can join the Kosher Kitchen, a small, student-run organization.

The Office of the President is responsible for the supervision of College activities and the determination of College policy. To implement those responsibilities, the Office, each year,

develops a budget of College expenditures and income, and also recommends appointments of faculty, administration, and staff to the Simmons Corporation.

The Offices of the Academic Deans are responsible to the President for the College's academic departments and programs, faculty, budgets, curriculum development, and, especially, for matters pertaining to students who concentrate or elect courses in their areas: humanities, sciences, and social sciences. The departments and programs for which each Academic Dean is responsible are as follows:

Dean of Humanities: Art and Music, English, Foreign Languages and Literatures, History, Philosophy; Afro-American Studies, American Studies, OPEN, Women's Studies.

Dean of Sciences: Biology, Chemistry, Mathematics, Nursing, Nutrition, Physical Education, Physical Therapy, Physics, Psychology; Computer Science, Engineering, Pharmacy.

Dean of Social Sciences: Communications, Economics, Education and Human Services, Management, Political Science, Sociology; International Relations, Prince Program in Retail Management.

The Office of the Dean of the College is responsible to the President for viewing and interpreting the overall impact of the College's educational mission and programs on its students. The Dean and the Associate Deans function collaboratively in order to implement the Office's primary objectives, which are to provide individual guidance for students and to assist them with the development of their ideas about the College and their related experiences. The Dean, additionally, coordinates the activities of the College's student services offices. The Associate Deans advise international,

handicapped, and minority students, and administer the following programs: academic advising, commuter student advising, retention, and domestic exchange.

Student Services

In keeping with its philosophy of individual study and career planning, the College maintains supplementary educational and personal services for its students.

The Office of Supportive Instructional Services helps students to put their best efforts into their courses. Through academic counseling, the central function of the office, students become more motivated, learn to use their time efficiently, read their texts effectively, take adequate notes, and prepare for examinations. SIS study groups help students apply these general study skills to the specific content of many introductory and some advanced courses. Course tutors, if needed, can also be provided as a second option. In addition, writing tutors help students sharpen their critical thinking and command of written English through work on course papers. An English as a Second Language (ESL) tutor is available to work with bilingual and international students on English language skills, general study skills, and writing assignments. Workshops in these areas are provided according to the demand and interest of students. Developmental reading and basic math review workshops are also offered each year. Students may make appointments for these programs, but many services are available on a walk-in basis.

The Office of Student Financial Aid administers federal, state, and institutionally funded financial aid programs to eligible students. This funding may make a Simmons education available to

students who are unable to finance costs entirely on their own. In addition, the Office determines eligibility for work in the federal College Work-Study Program, which provides term-time and summer positions both on and off campus. Advising on financial planning and budgeting, as well as on sources of assistance outside of the College, is also provided.

The Needham Career Planning and Counseling Center's staff offers personal and career counseling services to students who wish to discuss their concerns and questions with a staff psychologist or intern in psychology or counseling. Following an initial evaluation, the staff person will recommend appropriate ways of helping the student cope with these concerns. To assist students with their career and academic planning, the staff encourages students to utilize the career information located in the College's Career Resource Center. Consultation services are available to any student, faculty member, or administrator who is concerned about any member of the Simmons community. Personal and career counseling to students and consultation to the Simmons community are available on a confidential, cost-free basis.

The Career Resource Center is a specialized library for students and alumnae interested in exploring or researching academic programs and career opportunities. The Center provides information in the form of brochures, college catalogs, books, company annual reports, newspaper articles, cassettes, and an *Alumnae Contact File*. In addition, the Center houses a new computerized career guidance program that can help students delineate their values and define occupational choices. A librarian or reference assistant is available for consultation.

The Career Services and Placement Office assists undergraduates, seniors, graduate students, and alumni in finding employment at all stages of their career development, and helps experienced graduates who wish to evaluate and prepare for possible career changes. Recommendations from the Simmons faculty and former employers may be filed in this Office so they will be available when needed to support new job or graduate school applications.

The Student Employment area of Career Services and Placement helps students who seek jobs during the academic year and during vacation periods. The Office maintains listings for both on- and off-campus employment funded either by the organization(s) or through the Federal College Work-Study Program. In groups or in individual appointments, students receive help in preparing for a job search, identifying compatible employment, and maintaining a suitable blend between work and study. Internships and off-campus learning experiences are filed in the Office and circulated to academic departments. The Office also provides the liaison between the Massachusetts Internship Office and the College.

Adjacent to the Career Services and Placement Office is the Career Resource Center, which has a collection of books, pamphlets, directories, and company files that may be useful for career exploration. For the benefit of students who plan to attend graduate school, the Center provides graduate school directories, catalogs on microfiche, and test applications. A directory of faculty advisers for students interested in graduate programs is compiled annually by the Career Services and Placement Office.

The Office of Residence provides services to enrich student life in the residence halls. Supervising and training the residence hall staff, advising hall govern-

ment, coordinating room assignments and room changes, and encouraging educational and social programming are some of the responsibilities of the Director of Residence. The Office also functions as a liaison between the residence halls, maintenance, housekeeping, security, health center, dining hall, and Quadside Café.

The Student Activities Center serves as a support and resource center for student clubs and activities at Simmons. A calendar of events, resource materials, campus activity guidelines, and programming ideas are available from the Director. The Center also provides several services to the Simmons community: a ride board, discount movie tickets, International Student ID cards, postage stamps, MASCO shuttle tickets, and tickets to selected popular plays and events in Boston. All requests for use of residence-campus facilities are processed by the Center. Students interested in Student Government, liaisons, student organizations, policy committees, and/or all-campus programs are encouraged to stop by the Center.

Health Services. The Health Center, which includes clinic and inpatient facilities, is located on the residence campus. It is licensed by the Commonwealth of Massachusetts Division of Hospital Facilities, and is a cooperating member of the Massachusetts Hospital Service (Blue Cross). The staff includes the Director of Health; staff physicians; consultants in gynecology, dermatology, and psychiatry; registered nurses; and a laboratory technician. Physicians and nurse practitioners have daily office hours during the school year. Registered nurses are on duty 24 hours a day.

All undergraduate students registering for a full-time program (12 semester hours or more) must submit a health certificate to the Director of Health. The

College provides these forms through the Admissions Office. A student returning to Simmons after an absence of a semester or more may be required to submit a new health form.

A compulsory Health Fee payment of \$248 annually is required of all full-time undergraduates. This fee covers the use of all Health Center facilities during the undergraduate calendar year, including ten days of inpatient care. The fee does *not* cover charges for prescription medications, except for inpatients. Consultations with physicians outside the Health Center, as well as X-rays and laboratory tests not available at the Health Center (e.g., specialized tests or emergency procedures that may be necessary when there is no technician on duty), are also not covered by the Health Fee. Expenses associated with serious illness requiring hospitalization are the responsibility of each student. Since medical care in Boston is very expensive, attention to the provision of adequate accident and illness insurance for each student cannot be overemphasized. All full-time undergraduate students are required to carry medical insurance. Students and parents should check with their own insurance providers about adequate coverage, either through family/individual plans or with a student health insurance plan, which is available from the College. The Health Fee and insurance plans are optional for graduate and part-time undergraduate students, who should be advised that the Health Center facilities are available only during the undergraduate calendar year.

College Libraries. The College Libraries exist to serve the varied information needs of the students, faculty, and staff of the College. The Libraries support the College's academic programs, and help provide for the research needs of their patrons. They achieve this goal by acquiring and making readily accessible a

wide variety of print and nonprint materials, and by offering intelligent and responsive readers' services. At the same time, the Libraries promote some of the College community's nonacademic interests; hence, there is a frequently updated Browsing Room collection and a policy of welcoming student and faculty requests for new books, journal subscriptions, and other library materials.

The Simmons College Libraries consist of several major components, which contain more than 200,000 volumes and 1,700 periodical subscriptions. Beatley Library, the undergraduate facility, houses the bulk of these titles, as well as a rapidly expanding collection of media materials. A comprehensive reference collection, plus special resources in areas such as women's studies and juvenile literature, are major assets of the Beatley Library. The Library staff provides in-depth reference service, interlibrary loans, and computer literature searching, and works closely with faculty to provide programs of library instruction.

Microcomputers are available in a special Microcomputer Laboratory and Classroom and in the reference area of the Library for students, faculty, and staff; assistance in their use is offered by librarians.

The Media Center, located on the first floor of the Library, includes a video studio and editing facility, as well as a media lab for the production of slide-tape presentations and graphic materials. The Center provides the Simmons community with a variety of services, including media instruction and assistance in renting and acquiring media materials and equipment.

The College's Colonel Miriam E. Perry Goll Archives, located nearby in the Main College Building, houses a collection of historical materials relating to Simmons, and to the history of professional education for women.

The Career Resource Center, also located in the MCB, is a reference library where students can explore and research various academic programs and career opportunities.

The Graduate School of Library and Information Science Library has an important collection of materials dealing with the organization of knowledge. This library is located on the fourth floor of the Beatley Library building.

The Graduate School of Social Work, located at 51 Commonwealth Avenue, Boston, maintains a separate library of materials on social service and policy.

The Graduate School of Management Library was opened in 1983 to support the specialized needs of graduate management students. The facility is at 419 Commonwealth Avenue, Boston.

The Simmons College Libraries belong to the Fenway Library Consortium, which is composed of 13 nearby libraries. All members of the Simmons community have library privileges at the other 12 libraries, which include the Brookline Public Library, and libraries at Emerson, Emmanuel, Hebrew, and Wheelock colleges; Massachusetts College of Art; Massachusetts College of Pharmacy and Allied Health Sciences; Suffolk University; University of Massachusetts at Boston; Wentworth Institute; The New England Conservatory of Music; and the Museum of Fine Arts.

Physical Education/Athletics. All first-year students must take two courses in physical education. Upperclass students may participate in any activities they choose. The Physical Education Department includes two rooms equipped for indoor activities and some outdoor facilities. Specific information about physical education is on page 114.

In addition to physical education, the College has a competitive athletic program, including seven varsity sports — basketball, crew, cross-country, field hockey, sailing, tennis, and volleyball.

The Alumnae Association

This independent organization is the connecting link between students and more than 22,000 Simmons graduates throughout the world. It provides students with opportunities to meet alumnae and discuss career interests. Students assist alumnae committees with programs and fund raising. Each year the Association gives two academic awards to seniors. There are 33 active alumnae clubs and several Simmons Professional Alumnae Network groups in the U.S.; together with the class organizations and the Alumnae Affairs Office at the College, they address themselves to the educational and professional concerns of alumnae and to providing scholarship aid through various on- and off-campus activities. Alumnae give important financial support to the College through annual, capital, and deferred gifts. The Student-Alumnae Association promotes to undergraduates the important role alumnae play in the Simmons community.

Expenses at Simmons

Tuition is based on a charge per semester hour of instruction. The basic tuition charge is \$303 per semester hour, and most courses of instruction are valued at four semester hours, or \$1,212 per course. Thus, the usual academic load of four courses, taken in each of two semesters of the academic year, amounts to 32 semester hours, for a tuition charge of \$9,696. In addition, all full-time undergraduates (12 or more semester hours per semester) must pay a \$248 Health Fee (\$124 each semester). The Health Fee entitles a student to the services of the Simmons Health Center, but does not include any accident and/or sickness insurance. The basic charge for room and board on the residence campus is \$4,500. All full-time undergraduates pay a \$100 Student Activity Fee, which sup-

ports a number of student-run activities and events.

For an undergraduate carrying the usual course load of 32 semester hours (four courses per semester), the following college budget is suggested:

	Resident	Commuter
Tuition	\$ 9,696	\$ 9,696
Residence (room and board)	4,500	—
Health Fee	248	248
Student Activity Fee	100	100
	<u>\$14,544</u>	<u>\$10,044</u>

Approximately \$330 should be budgeted for books and supplies. Commuting students should allow approximately \$700 for transportation and lunches. Additional expenses, such as travel, recreation, clothing, cleaning, and laundry, must be taken into account by the individual student.

College charges for tuition, fees, and residence must be paid prior to the completion of registration and before attending classes.

Please note that *no student* is allowed to complete registration without account approval from the Comptroller's Office. Furthermore, the College cannot assure that payments received after the due date will be processed in time to clear a student for registration without some waiting or inconvenience to her. The first-term payment is due on or before August 2, and the second-term payment on or before December 27. Tuition, residence, and other fees are divided evenly between the two terms. For first semester, registration is to be completed on September 4 for new students, and September 8 for all other students; all students register on January 25 for the second semester. Students who have not paid their bill by the due date(s) will be charged a \$30 Late Payment Fee; students who have not registered by the above registration dates will be charged a \$30 Late Registration Fee. No student

will be permitted to register after the fourth week of the semester.

Payments made by students must be accompanied by an Estimated Term Bill Form completed by the parent or student. Students will receive these forms by July 1 for the first semester, and November 26 for the second semester. No other advance statement or billing will be sent. Students who do not receive these forms by these dates should request them from the Comptroller's Office.

Overdue accounts will be charged a delinquent fee of \$10, plus 1.5% (18% annual rate) of the outstanding balance each month, until paid in full. An additional fee of \$20, in addition to the above Late Payment Fees, will be charged for any dishonored check.

Checks should be made payable to Simmons College and sent to Simmons College, P.O. Box 4619, Boston, MA 02212, or presented at the cashier's window at the College.

The College reserves the right to withhold all of its services to students who have not met their financial obligations to the College. Such services include mailing transcripts, grades, references, and placement materials, and using various offices and facilities. It should be noted that Simmons has no deferred-payment plans, and that all College charges are payable by the applicable due dates, or the Late Payment/Registration Fees will be applied.

If the College refers a delinquent account to a collection agent or an attorney, these costs, plus administrative expenses associated with the collection effort, will be due and payable.

Many parents and students prefer to pay tuition and other fees in monthly installments, and have found satisfaction with programs offered by a number of banks and other reputable financial concerns offering services along these lines; newly accepted students and their fami-

lies will often receive direct mail advertisements from such firms. The College is not able to control such offerings, has no financial interest in these offerings, cannot recommend any particular plan, and suggests that any tuition proposal be studied carefully before its terms are accepted.

Tuition and Residence Deposits

A Tuition Deposit of \$100 is required of all candidates upon acceptance. The deposit is credited on the first bill, but it is forfeited if the student does not register for courses during the year for which she is accepted.

A Residence Deposit of \$150 is required before a room can be reserved on the College campus. It will remain on deposit while the student is in residence. New students—freshmen and transfers—receive the bill for this deposit with their admission acceptance notice.

Refund Policy: Tuition

The College's general policy regarding tuition refunds to students is as follows:

1. The College provides all instruction (to be paid for prior to the beginning of each semester) on an academic-semester basis. Tuition refunds will be granted only through the first four weeks of a semester when specific conditions are met. The date that appears on the official Add/Drop Form filed with the Registrar is used to determine refund amounts. (Nonattendance in a class does not constitute withdrawal from that class.) Refunds are granted as follows:

<i>Official Course Withdrawal Form Filed</i>	<i>Percentage of Tuition Refunded</i>
prior to the first day of classes	100 percent
by the first Friday of classes	80 percent
by the second Friday of classes	60 percent
by the third Friday of classes	40 percent
by the fourth Friday of classes	20 percent

2. Financial aid recipients should discuss with a representative from the

Financial Aid Office the impact of adding or dropping a course prior to submitting the official Add/Drop Form to the Registrar.

3. The Health, Activity, Field Work, and Laboratory fees, as well as the Tuition Deposit, are not refundable.

Questions regarding refunds should be directed to Student Accounts personnel in the Treasurer's Office.

Refund Policy: Residence Fees and Deposit

A resident student is required to prepay all residence charges. If a student withdraws during the first four weeks of a semester, she will be refunded a prorated amount for raw food costs, starting from the date she officially withdraws from residence with the written approval of the Director of Residence. No refund will be made after the Friday of the fourth week of the semester.

The Residence Deposit reserves a residence hall room for an entire academic semester. This deposit is refundable in full upon graduation or upon notification by December 1 and April 1 that the student will not be returning the following semester. One-half of the deposit will be refunded upon notification by December 27 for second semester, and by August 2 for first semester. A student who withdraws from residence in mid-semester, but who has paid her bills, may receive her deposit in full upon written notification to the Director of Residence. (A first-year student who notifies the College on or before July 1 that she does not wish a room will receive a full deposit refund. Students accepted for the spring semester must notify the Director of Residence by December 1 to receive a full refund. One-half of the deposit will be refunded upon notification by December 27 and August 2.) In addition, charges for damage or loss of College property attributed to the resident student may be assessed.

Graduate Program Fees

For a listing of fees for the College's various graduate programs, see page 149.

Add/Drop Day

Add/Drop Day is September 8 for the first semester, and January 25 for the second semester, unless otherwise stated. The primary purpose of this day is to allow students to make minor modifications in their course schedules because of course conflicts, demanding academic loads, changes subsequent to preregistration, etc. It is not meant to be used as a withdrawal process from the College.

Admissions

Freshman Students

The students at Simmons come from most of the 50 states and more than a dozen foreign countries. They represent a variety of religious, racial, and economic backgrounds. They have a variety of interests as well—in their studies and in their extracurricular activities.

To retain this diversity is the responsibility of the Committee on Admissions, and this means its policies must be flexible, focusing on each applicant's qualities of scholarship and character. As the Committee selects the freshman class, it must be concerned with the student—what she can bring to Simmons and what Simmons can offer her.

The credentials that each applicant must submit are listed below. The most important is the high school record. A careful study of the number and level of courses that a student has taken, her grades, and her school's recommendation give the Committee an indication of the kind of work she can be expected to do in college.

What the student has to say about herself, in writing her application and during an interview, tells the Committee about her interests and the kind of activi-

ties to which she has devoted her time and energy.

Finally, the results of the required aptitude and achievement tests help to complete the picture.

At regular meetings, the eight members of the faculty and administration who make up the Committee on Admissions review each applicant's credentials. They bring their impressions together and select for admission those students who appear to be best qualified for Simmons.

Application Procedure for Freshmen

Simmons offers two application deadlines for freshman applicants:

1. **Early Decision:** Students who are firmly committed to Simmons as their first-choice college may choose to apply under the Early Decision Plan. The application deadline for Early Decision is November 15, with notification of a decision no later than December 15. Students considered under this plan, if accepted, are committing themselves to enroll at Simmons, and must withdraw all other applications submitted to other institutions. A deposit must be returned to the Admissions Office no later than January 15. Students not accepted under the Early Decision Plan will automatically be reconsidered with the remaining applicant pool.

2. **General Decision:** The application deadline for regular admission is February 1. Notification of a final decision will be received no later than April 15. Simmons subscribes to the National Candidate Reply Date of May 1.

Required Credentials:

1. **Application Form:** The Simmons application and a nonrefundable fee of \$35 should be submitted to the Admissions Office for regular-decision candidates by February 1, and for early-decision candidates by November 15. Students applying for the spring semes-

ter, which begins in January, should submit an application by December 1. The Common Application may be used in place of the Simmons form for students applying for regular decision.

2. Application for Financial Aid: The Simmons College Financial Aid Form, which is also available from the Admissions Office, must be returned to the Director of Financial Aid by February 15. Students applying under the Early Decision Plan should contact the Admissions Office for an early Financial Aid Form. This form should be submitted to the Financial Aid Office by November 15. Financial need is not a factor considered in the admissions process. For further information about financial aid, see page 19.

3. Tests: Every applicant must take the Scholastic Aptitude Test (SAT) and three Achievement tests, one of which must be the English Composition Test. Applicants whose native language is not English should see the test requirements for international students. The American College Testing (ACT) Assessment may be substituted for the College Board tests. All tests should be taken no later than the January testing date of the applicant's senior year. Scores should be reported to Simmons by the College Board. (The CEEB code for Simmons is 3761.) For information concerning these tests, write the College Entrance Examination Board at either Box 592, Princeton, NJ 08540, or Box 1025, Berkeley, CA 94701, or the American College Testing Assessment, P.O. Box 414, Iowa City, IA 52243.

4. Secondary School Record: A complete transcript from the secondary school is required.

5. Recommendations: The applicant must submit two official recommendations from the high school she attends, one from a guidance counselor and one from a teacher. A student may submit additional recommendations if she so chooses.

6. Personal Interview: Each applicant should visit the College if possible. An interview, although not required, is strongly recommended. The Admissions Office is open for interviews Monday through Friday from 9:00 a.m. to 4:00 p.m., and on Saturday from 9:00 a.m. to 1:00 p.m. when the College is in session. Please make appointments as far in advance as possible.

7. Deferred Admission: Accepted students who are not able to attend Simmons the semester for which they were accepted may request to have their acceptance deferred to the next semester or the next academic year. Requests must be submitted in writing to the Office of Admissions prior to the date the student is expected to enroll.

Advanced Placement

Academic credit and/or advanced placement in courses taught at Simmons may be granted to students who have completed Advanced Placement courses in secondary school. Achievement in the Advanced Placement tests of the College Board is recognized as follows: Eight credits will be given for the score of five; four credits will be given for the score of four; possible credit will be given for the score of three upon the recommendation of the appropriate department after a review of the student's AP examination; no credit will be given for the scores of one or two.

Freshman Honors Program and Scholarship Competition

Each year approximately 20 entering students who have achieved outstanding academic records during high school will be admitted to the College as Simmons Scholars. They will be chosen from among finalists in the Freshman Honors Scholarship Competition, and will participate in a two-semester interdisciplinary freshman seminar, as well as a variety of other activities.

To enter the Scholarship Competition, interested high school seniors will complete an Honors Scholarship application in addition to the regular admissions materials. Finalists will be invited to the campus for interview with Simmons faculty members. Winners of the Scholarship Competition will be awarded scholarships of \$2,500 for each of their four years at Simmons.

Transfer Students

Each year approximately 120 students with advanced standing are admitted into the College. Transfers are accepted for both the January and September terms. A transfer student is anyone who is enrolling in Simmons for the first time, and who has earned at least nine college-level credits at another accredited institution. The amount of credit awarded to an entering transfer student depends upon the requirements in her field of concentration, as well as upon the courses that she completed elsewhere. Credit is generally granted for courses, comparable to Simmons courses, that were successfully completed at another accredited institution. The student must have received a grade of at least C – to receive credit for a course. Transfer students must spend at least three semesters at Simmons and earn a minimum of 48 semester hours of credit while regularly enrolled at the College to be eligible for the Simmons degree. Students interested in nursing or physical therapy should contact the Admissions Office before they apply to discuss requirements for these programs.

Students aged 23 or older should apply to Simmons through the Office of Continuing Education. Please see page 19 for details.

Application Procedure for Transfers

1. Application Form: Each applicant fills out a form furnished by the Office of Admissions and returns it with a non-refundable fee of \$35, no later than

April 1 for entrance in the fall semester. Notification of decisions will be made by May 15. Students who decide to enroll in Simmons College should submit a deposit no later than June 15. Students interested in enrolling for the spring semester should apply no later than December 1.

2. Application for Financial Aid:

The completed Financial Aid Application Form must be returned to Simmons' Director of Financial Aid by April 1 for the fall semester, and by December 1 for the spring semester. Financial need is not a factor considered in the admissions process. For further information about financial aid, see the next section.

3. Secondary School Record: A complete transcript from the secondary school is required. The applicant should contact her high school directly for this information.

4. Tests: Standardized test results are required of each applicant. This requirement may be met by taking either the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) Assessment. Scores of tests taken before college entrance may be used. For information concerning these tests, write the College Entrance Examination Board at either Box 592, Princeton, NJ 08540, or Box 1025, Berkeley, CA 94701, or the American College Testing Assessment, P.O. Box 414, Iowa City, IA 52243. International students whose primary language is not English must take the Test of English as a Foreign Language (TOEFL) in place of the SAT or ACT. A minimum TOEFL score of 550 is acceptable for admission. Applicants who have not taken any of the above-mentioned tests should contact the Admissions Office for information about alternative testing. In all cases, the applicant is responsible for having the test results forwarded to the Admissions Office.

5. College Record: An official transcript from each college attended is required. When final grades are available, the applicant must file a supplementary transcript.

6. College Recommendation: A recommendation from an academic dean or faculty adviser at the applicant's present college is required. A form for this purpose is included with the application materials. As directed on the form, this person must also indicate the current academic status of the applicant.

The Simmons Admissions Office keeps all credentials for two years. Therefore, applicants should notify the Office if they have previously applied to the College, as some of the required credentials may already be on file.

Second Baccalaureate Degree

Qualified students holding a baccalaureate degree may be admitted to the College as a candidate for another baccalaureate degree. They are allowed to apply, where appropriate, up to a maximum of 80 credits from the first degree toward the second degree.

After admission to the College, students 22 years of age and under are subject to all the conditions that apply to transfer students. Applicants 23 and older apply through the Office of Continuing Education and, once admitted, are subject to the policies that apply to CE students.

The Simmons Semester in Boston

The Simmons Semester in Boston Program allows men and women from other colleges and universities to spend one semester enrolled as visiting students at Simmons. All courses in the College curriculum are open to Simmons Semester students, assuming the prerequisites have been fulfilled and space is available. Housing on the Simmons residence campus will be available to visiting students on a space-available basis. Stu-

dents who are in good standing at their home institutions are eligible to apply. In addition to an application, candidates must forward an official transcript from the college in which they are currently enrolled. Financial aid is not available for Simmons Semester students.

International Students

Simmons welcomes applications from qualified international students. Please read the above procedures carefully, noting that the same deadlines apply for admissions, although some of the requirements are different. Simmons is authorized under federal law to enroll non-immigrant alien students. Applicants are expected to have satisfied those qualifications for student (F) status required by the Immigration and Naturalization Service (INS), i.e., "The applicant must have successfully completed a course of study equivalent to that normally required of an American applicant seeking admission to the school at the same level."

A sound knowledge of the English language is essential for admission. The College must be able to verify that all students are capable of enrolling in a full-time program of study. Therefore, if English is not a student's native language, she must take the Test of English as a Foreign Language (TOEFL) in the place of the Scholastic Aptitude Test, which must be taken by all other students. For information concerning the TOEFL, write Test of English as a Foreign Language, Box 899, Princeton, NJ 08541, U.S.A. A minimum TOEFL score of 550 is acceptable. In addition, three Achievement tests, including English Composition, Mathematics I or II, and one of the student's choice, are required of freshman applicants. For information concerning the Achievement tests, write the College Entrance Examination Board, Box 592, Princeton, NJ 08540, U.S.A., or Box 1025, Berkeley, CA 94701, U.S.A.

Because Simmons is required by the INS to "obtain verification from the applicant that financial resources are adequate to provide for her expenses without resorting to unauthorized employment," it requires that each applicant submit to the Admissions Committee a statement outlining her financial resources and method of payment.

Financial aid for international students is not available. In addition, the applicant cannot anticipate depending upon additional income from employment while attending Simmons College.

The I-20 form will be issued to accepted international students who have paid a tuition deposit and provided the necessary verification of adequate financial resources.

Continuing Education Program

Simmons offers its courses to women beyond the age of traditional college students (aged 23 or older) who seek further education. The CE Program provides an opportunity for them to complete or supplement their education on a flexible basis.

There are many reasons why women enter the program: to complete an undergraduate degree, to make up prerequisites for graduate school, to expand competence as a professional, to gain enrichment, or, for younger women, to take courses as a guest student from another college.

Qualifications for acceptance are flexible, although readiness and ability to handle course work at Simmons are important factors. Potential degree candidates range from those with no previous college work to those with up to 80 hours of transferable credits. Non-degree applicants are classified as Special Students.

Continuing Education students enroll in regular undergraduate courses, and those working toward completing their

undergraduate education receive the standard Simmons degrees.

The Office of Continuing Education also advises students who are interested in the Bachelor of Science Degree Completion Program for Registered Nurses (see page 106).

Further information and individual counseling may be obtained from the Office of Continuing Education.

Graduate Programs

For information on admission to Simmons' various graduate programs, see page 147.

Financial Aid

Simmons makes its educational opportunities available to as many capable, promising students as possible and welcomes applications from students who could not meet their expenses at the College without assistance.

The College believes that the amount of aid given a student should be based upon financial need, and Simmons participates in the College Scholarship Service of the College Entrance Examination Board. The Scholarship Service assists the College in determining need, and all applicants for assistance must submit a copy of the Financial Aid Form to the appropriate College Scholarship Service Center. A copy of the family's Internal Revenue Service 1040 Form also must be submitted to the College.

Financial aid is offered in the form of grants, loans, and part-time employment.

Grants

Grants are awarded on the basis of need, academic achievement and promise, and personal qualifications. The number of students selected for awards each year is determined by the amount of money available and the needs of those applying for it.

Once a student has completed her application for financial aid (see below), she is automatically considered for all awards administered by the College; she need not make special application for any one scholarship. The College offers grants in amounts up to \$7,000, and these grants result partially from nearly 175 named and special scholarships provided by generous alumnae and friends of the College. For scholarships donated by Simmons alumnae clubs, regional preference is given. The College attempts to allocate such scholarships to students from a club's geographical area.

Supplementary Educational Opportunity Grants administered by the College are from funds provided by the federal government, and are available to qualified high school graduates.

Grants of up to \$2,100 a year are provided directly to needy students by the federal government. All undergraduates are eligible to apply for a Pell Grant by filing the Financial Aid Form. Students receiving such grants must be registered for at least a half-time academic program. All Massachusetts residents must apply for a Pell Grant in order to be considered for the Massachusetts State Scholarship Program.

State scholarship programs are another possibility that applicants should investigate. A number of states, among them Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Pennsylvania, Rhode Island, and Vermont, offer awards that may be used within or outside the state at the college of the applicant's choice.

Loans

Simmons College Loans are available to undergraduates who are studying on at least a half-time basis, and who, without such assistance, would be unable to meet their educational expenses.

Perkins/National Direct Student Loans, from funds provided partly by

the federal government and partly by the College, are available to both full- and half-time students who are admitted into one of the College's regular programs.

Guaranteed Student Loans, authorized by the Higher Education Assistance Act of 1965, are available in amounts up to \$2,625 per year for freshmen and sophomores, and \$4,000 per year for juniors and seniors through private commercial lenders, such as banks, credit unions, and savings and loan associations. Information about these loans can be obtained from participating agencies in the student's home area.

Parent Loans for Undergraduate Students (PLUS) help parents to pay for their children's higher education by enabling them to borrow up to \$4,000 per child per academic year, up to a maximum of \$20,000 for each student. Repayment starts within 60 days of disbursement, and loans are repaid over a maximum period of ten years. Further information and applications for PLUS can be obtained from a local bank or credit union.

Independent students are eligible to borrow under this program. These loans should be considered cautiously since repayment may be required while the student is still in college. Further information and applications can be obtained from a local bank or credit union.

Another program available to parents and students is the Massachusetts Family Education Loan program. Loans are offered to families at an interest rate of between 12 and 14 percent, with repayment beginning within 30 days of the date that funds are allotted, and extending for up to 15 years. In 1986-87 the maximum undergraduate loan was \$11,000, minus any other aid the student received.

In addition to these loan programs, there are several funds designed to help students during the semester when emergencies arise. These loans are given

in maximum amounts of \$50, and are available to students no more than once each semester. Two examples of this type of loan follow.

The New England Society in the City of New York makes available to deserving students of New England birth or ancestry small, temporary loans to meet emergency personal needs.

A fund for emergency loans was established by the Black Alumnae Committee to provide short-term, no-interest loans to students experiencing unexpected financial difficulty. The fund is named the Marva Alvita Spaulding Fields Student Emergency Loan Fund (SELF) in memory of "Vita," '72.

Part-Time Employment

Simmons expects that most students will be able to work part time, on the campus or in the Boston area, to help meet college expenses. It is recommended that freshmen work no more than ten hours per week and that upperclassmen work no more than 15 hours per week, so that studying is not jeopardized by working hours (see page 7). Students interested in work opportunities should register with Student Employment in the Career Services and Placement Office (see page 10). The College participates in the federal College Work-Study Program, which places students in jobs both on and off campus.

Applications for Financial Aid

Prospective freshmen interested in applying for financial aid should do so at the time of applying for admission. Early Decision applicants should submit the Early Financial Aid Form to the Financial Aid Office by November 15. The final date for filing Financial Aid Application Forms is February 15 for prospective freshmen and March 1 for current upperclassmen. The Financial Aid Application is available from the College's Admissions Office; the Financial Aid

Form is available from the student's high school guidance office, or the College's Office of Student Financial Aid. Notice of awards will be sent at approximately the same time as admission decisions for new students, and by June 15 for those currently enrolled.

It is possible to receive financial aid for up to 128 attempted credits, provided the student maintains satisfactory academic progress, and annually submits all necessary application materials. Simmons tries (depending upon program-funding levels) to meet each financial aid recipient's needs as determined by the Financial Aid Form. If available financial aid decreases in subsequent years, aid will be adjusted accordingly. Students **must file each year** an application for aid with the Director of Student Financial Aid and a Financial Aid Form with the College Scholarship Service. These forms are available in the Office of Student Financial Aid.

Aid for Transfer Students

Students transferring to Simmons are also eligible for financial aid as described above. However, awards are limited in number.

Transfers should complete a Financial Aid Application, Financial Aid Transcripts, and the Financial Aid Form at the same time that they apply for admission. Application forms are available upon request from the Financial Aid Office. The deadlines for submitting the Transfer Aid Application Forms are April 1 for fall semester and December 1 for spring semester. Notice of awards will be sent by the end of June and December, respectively.

The Educational Program

The Goals of a Simmons Education
In its undergraduate programs, Simmons College seeks to provide its students with a liberal education, which is im-

portant in itself and an appropriate context for professional study, to which it is equally committed. The curriculum is organized to enable the student to obtain from a well-qualified faculty highly individualized instruction in a wide range of academic and professional areas.

As a women's college, Simmons hopes to inspire in its students the self-confidence and spirit of independence that will permit them to lead rich personal lives and to give them the competence to become useful members of society.

The objectives of a Simmons education include preparing women to be well informed, open minded, and sensitive to values; committed to learning as a continuing experience; thoughtful, analytical, and flexible in their approach to new information and new intellectual challenges; competent in at least one area of concentration or specialization, but responsive to the variety of opportunities open to the curious mind; adept at organizing ideas and expressing them clearly and persuasively; aware of career opportunities open to them; knowledgeable in at least one area related to their career objective; and successful in integrating their education with their personal and professional lives.

Simmons creates a supportive atmosphere within which the student may move toward the achievement of these objectives through an active and continuing exchange of ideas between herself and her peers, the faculty, and the general College community. This atmosphere is both formal and informal, offering the student an opportunity to develop a clear sense of her own abilities, as well as ways to use them creatively.

In keeping with these goals, the Simmons approach to liberal education is flexible, and the curriculum allows each student to develop a program suited to her individual interests and career plans.

Students may select a field of concentration after completion of two semesters (32 semester hours), but must declare a concentration upon completion of five semesters (80 semester hours) of full-time study.

Students may plan a program of academic and career preparation by electing a concentration in the humanities, the social sciences, or the sciences. Other students may choose to concentrate in one of the College's professional programs: communications, computer science, education, human services, management, nursing, nutrition, or physical therapy. Most of the College's academic and professional programs offer field work or clinical experiences through which students may explore the nature, opportunities, and implications of a career field. In the humanities, for example, the History Department offers field work for students interested in discovering ways in which they may prepare for careers through the study of history. Students concentrating in philosophy enter a variety of professional and vocational fields. Those interested in careers in music may qualify for courses taught at The New England Conservatory of Music or may participate in the activities of the Simmons Chorale. Students may pursue a career in the visual arts through undergraduate studies in the studio program or the arts administration program of the Department of Art and Music, and the graphic design courses of the Department of Communications. The Communications Department provides field experiences and internships with publishing, advertising, broadcasting, and television companies.

Some of the resources with which the College helps a student make her academic and career decisions have been mentioned earlier in the catalog—for example, the Career Planning and Counseling Center, the Career Services and Placement Office (including Student

Employment), and the Career Resource Center. Faculty advisers assigned to each student are key figures in this process. In addition, the field work and internships provided by many of the academic departments are also opportunities to test career areas and to consider the possibility of further professional study after graduation.

Simmons College itself offers graduate professional education in social work, library and information science, communications management, nursing, education, English, French, Spanish, health care administration, physical therapy (in conjunction with the baccalaureate degree), management, liberal studies, and children's literature. For information about these programs, consult the graduate studies section of the catalog on page 147.

Students in good standing may arrange to study at a foreign college or university through the programs of the Institute of European Studies, the Quebec Exchange, or other approved study abroad programs (see page 75). One or two semesters of the sophomore or junior year may be spent on the Domestic Exchange Program at Mills College, Spelman College, or Fisk University. A limited number of juniors are eligible to apply for the Washington Semester at the American University in Washington, D.C. Plans for study through an exchange program or a program abroad should be made by the end of the sophomore year. In addition, Simmons offers double-degree programs in cooperation with Hebrew College, Massachusetts College of Pharmacy and Allied Health Sciences, and Boston University and Dartmouth College (engineering).

Individual Program Planning

To obtain a broad education, as well as depth of specialization, students must complete successfully a minimum of 128 semester hours before being graduated.

Each student's program should be a carefully developed plan of study. This plan should include courses selected to fulfill 1) the competency requirements, 2) the liberal arts and sciences requirement, 3) courses required of and elected by the student in her field of concentration, 4) independent learning, and 5) electives. The total program should be integrated so that each part reinforces the whole. Students are also expected to complete the College's physical education requirement in their freshman year.

The liberal arts and sciences requirement is designed to provide breadth to the student's program of study. The requirement is satisfied by the completion of ten courses selected from the humanities, social sciences, and sciences areas. No more than four courses may be selected from any one course category. (The list of course categories appears on page 27.) A minimum of two courses must be selected from each of the following three areas: humanities, social sciences, and sciences.*

The student is expected to take between 20 and 40 semester hours in a field of concentration, as determined by the department of the student's choice. Please note that in many academic and professional concentrations, there are courses that are prerequisite to the concentration. These prerequisite courses may be counted toward fulfillment of the liberal arts and sciences requirement, provided that they satisfy the liberal arts and sciences requirement's definitions and restrictions.

Independent Learning

The independent learning requirement is an important component of a Simmons education. It constitutes a minimum of

*Students enrolled at Simmons prior to September 1983 must complete either the liberal arts and sciences requirement described above or the distribution and depth requirements outlined in catalogs appropriate to the year of their matriculation.

eight semester hours of a student's program. Independent learning emphasizes student initiative, planning, and implementation on a contractual basis with a faculty member. The student must assume the primary responsibility in this experience. She must choose a topic appropriate to her goals, define the problem, and carry out the work of the project. It is the joint responsibility of the student and her faculty sponsor to monitor the progress made in completing the project and to evaluate the experience.

There are several forms of independent learning opportunities available in the curriculum. These opportunities include, but are not limited to, independent study, senior thesis, integrative seminar, internship, and field work. Some of these experiences may be used to fulfill the College's independent learning requirement. Students usually satisfy the independent learning requirement in the area of their concentration; however, a student may develop, with the consent of her adviser and department, such an activity in any discipline appropriate to her program.

Campus-based Independent Learning

Independent Study: Independent study courses are numbered 250 and generally include student-initiated work with the guidance of a faculty adviser resulting in a culminating paper or other substantial product.

Senior Thesis: Thesis courses are numbered 255. In addition to the criteria for 250, the thesis should be an extended piece of original work demonstrating familiarity with knowledge and methods of the field.

Integrative Seminar: These seminars, numbered 290, provide the opportunity for student initiative in developing an appropriate analytical construct and an approach to implementation. A student may combine an integrative seminar with previous field work or independent

study, or initiate a topic for analysis to be pursued through subsequent seminars, independent study, or field work.

Field-based Independent Learning

A student may take no more than 16 hours of total credit in internship and/or field work combined (courses numbered 270 or 280).

Internship: Internship courses are numbered 270. Students may elect an internship under the direction of both a College faculty member and a field director in either a profit or nonprofit institution. An internship requires a student to spend a continual period in the field, and must constitute at least half of a full semester's academic program. The student will be expected to conduct research and/or assume responsibilities in a professional role. Specific educational goals must be stated in advance of the student's work, and close supervision, both academic and professional, must be maintained on the site. Throughout her internship, the student has the opportunity and responsibility to attend regular progress meetings with her internship adviser and supervising field director.

Field Work: Field work courses are numbered 280. These courses give students an opportunity to put to use, under the supervision of a Simmons faculty member, theoretical knowledge outside the college environment and outside the context of a formal course. Field work may take place concurrently with independent study or in an integrative seminar. Whatever the particular form or context, field work may satisfy the requirement as long as it serves as an independent or integrative experience. The educational significance of field work is determined by the student's analysis of the experience and by the evaluation of the supervising faculty member. In some departments, a field work experience is part of a standard course assignment.

In certain departments, the independent learning requirement is fulfilled by

the successful completion of specific advanced courses that have been evaluated regarding their suitability for this purpose. See departmental catalog descriptions for courses that are so identified.

In addition to the options listed above, many departments offer individual study courses, which are numbered 199. These courses do not satisfy the independent learning requirement of the student's plan of study. Such courses allow a student to specialize in an area of her interest, may not duplicate material available through a course in a recognized curriculum, and should contribute to a coherent pattern in the student's academic program. Approval to take an individual study course must be given by the course instructor and the student's academic adviser prior to registration. A student may not take more than 16 semester hours of individual study courses during her baccalaureate program.

Concentrations

Students may elect a single departmental concentration, or they may decide that a combination of concentrations may better enable them to pursue individual or career interests. The curriculum offers the following options:

1. A Concentration refers to a coherent sequence of courses administered by a single home department.

2. A Double Concentration means that the student fulfills two complete concentrations.

3. A Joint Concentration is a sequence of courses drawn from two home departments and advised and administered with the cooperation of both. Some examples are Arts Administration and Math-Economics.

4. An Interdepartmental Concentration is broadly interdisciplinary, involving courses in two or more departments or programs. An interdepartmental concentration is coordinated by a specifically designated faculty member. Approved

interdepartmental concentrations now in existence are Afro-American Studies, American Studies, Computer Science, International Relations, and Women's Studies.

5. The Option for Personalized Educational Needs (OPEN) Program gives students the opportunity to design a concentration with the assistance of a faculty adviser.

The Option for Personalized Educational Needs (OPEN) Program

The OPEN Program is designed for the student who believes that her academic and career objectives cannot be achieved through one of the listed concentrations or the joint or double concentrations. Students accepted into the OPEN Program are not subject to departmental or interdepartmental requirements regarding concentrations. But they must fulfill College degree requirements: liberal arts and sciences, independent learning, foreign language proficiency, English, and competence in basic math skills.

The student interested in OPEN should schedule an interview with the Program Coordinator to discuss her ideas. Then she will be expected to develop, with the help of a faculty adviser, a detailed program of study built around a concentration designed to prepare her for her career objectives. This program must be approved by the Coordinator before a student is admitted into OPEN. Further information may be obtained from Susan Keane, OPEN Coordinator, Simmons College.

Advisement for Undergraduate Study

Members of the faculty from all departments serve as freshman advisers. Whenever possible, freshmen are assigned to faculty advisers according to the student's probable area of study at Simmons. Freshmen advisers assist students in planning their academic programs, in interpreting the goals and

objectives of a Simmons education, in explaining the College's degree requirements, and in helping freshmen seek assistance or information from appropriate College offices.

Upperclass students are assigned an adviser from department members in the students' declared concentration(s). These advisers guide students through departmental requirements while helping them to focus their study within the departmental offerings. In addition these advisers are knowledgeable about the College's degree requirements and are prepared to discuss career and graduate school possibilities for students concentrating in their academic disciplines.

Advisement for Graduate Study

Certain faculty members are designated to serve as advisers to students who are interested in academic and professional graduate study. The names of these advisers may be obtained from the Career Services and Placement Office.

Degree Requirements

The Bachelor of Arts degree is the baccalaureate degree conferred on students in all concentrations except those in the departments of Biology, Chemistry, Mathematics, Nursing, Nutrition, Physical Therapy, and Physics, and in the programs of Computer Science and Bachelor's Degree for Business Women, for which the Bachelor of Science is awarded. In the instance where a student completes a concentration in the sciences and in the arts, she may choose either a Bachelor of Science or a Bachelor of Arts degree. It is not possible to earn two baccalaureate degrees simultaneously.

A candidate for a degree or a diploma is expected to complete satisfactorily the work of an approved program, including all required courses, within the normal number of college years. When a student withdraws for a period that would extend

the work of her program beyond a normal length of time, the additional work required for satisfactory completion will be determined by the faculty. A student who temporarily withdraws must meet the degree requirements in effect at the date of her readmission to the College.

Any outstanding financial obligations to the College must be discharged before a degree or diploma can be granted.

Requirements for the award of the Simmons baccalaureate degrees are as follows:

- I. Freshman Writing 1 and 2 or the equivalent.
- II. Competence in basic math skills, demonstrated in either of the following ways:
 1. by passing a proficiency test administered at the beginning of each semester; or
 2. by successfully completing Mth. 101 or Mth. 102.*
- III. Proficiency in a foreign language, demonstrated in one of the following ways:
 1. by successfully completing eight semester hours of a foreign language on the second-year or intermediate level. However, students who are placed in a second-semester intermediate course, e.g., Frn. 202 or 210, or Spn. 202 or 210, complete the requirement with four semester hours.
 2. by passing a proficiency test administered at the beginning of the

**Please note: This requirement must be fulfilled no later than the end of the student's third semester at the College.*

college year and toward the end of each semester; or

3. by receiving an appropriate grade on the Foreign Language Achievement Test of the College Entrance Examination Board.

IV. Completing satisfactorily a full year of Physical Education.

V. Liberal arts and sciences*

40 semester hours

Humanities

eight semester hours

Social Sciences

eight semester hours

Sciences

eight semester hours

In addition to the above, four additional courses (16 semester hours), to be elected from the course categories listed in the three areas (see following section). No more than four courses listed in any one course category can be counted toward this requirement.

VI. Field of concentration

20 to 40 semester hours.

VII. Independent learning under the supervision of a Simmons faculty member

eight semester hours.

VIII. Completing 128 semester hours with a passing evaluation. Students newly enrolled as of September 1982 and thereafter must have a

minimum Grade Point Average (GPA) of 1.67, to be calculated from all courses taken at Simmons using the letter grade system. Transfer students and those working toward a second baccalaureate degree must spend at least three semesters at Simmons and earn a minimum of 48 semester hours of credit while regularly enrolled at the College in order to be eligible for the Simmons degree.

IX. Receiving the recommendation of the department or program adviser that the degree be granted. The student must complete one-third to one-half of the courses required for the concentration, including a substantial amount of advanced work, while regularly enrolled at Simmons so that her department can adequately evaluate her for this recommendation. Should a student transfer out of Simmons, but wish to receive the Simmons degree, she must have spent a minimum of four semesters at Simmons and apply for her degree within four years after leaving the College. In this case, her independent learning requirement must still be met by registration in one or more courses at Simmons that satisfy the conditions for independent learning.

Course Categories That Fulfill the Liberal Arts and Sciences Requirements

I. Humanities Area. The Humanities area includes courses listed according to the following course categories: Art, Music, English, French, German, Russian, Spanish, Philosophy, American Studies, Women's Studies.

II. Social Sciences Area. The Social Sciences area includes courses listed according to the following

**Students enrolled at Simmons prior to September 1983 must complete either the liberal arts and sciences requirement described above or the distribution and depth requirements outlined in catalogs appropriate to their year of matriculation.*

course categories: Economics, History, Political Science, Psychology, Sociology, Afro-American Studies.

III. Sciences Area. The Sciences area includes courses listed according to the following course categories: Astronomy, Biology, Chemistry, Geology, Mathematics, Nutrition, Physics.

Courses designated to fulfill the Freshman Writing, Foreign Language, and Mathematics Competency requirements and those designated as individual study, independent study, directed study, field work, thesis, integrative seminar, or internship cannot be counted toward fulfillment of the Liberal Arts and Sciences Requirement.

Marks and Evaluations

The grading system is based upon 12 categories: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. In addition, a regularly enrolled Simmons student may take at most one four-credit course Pass-Fail in any given semester.

For students entering the College in September 1985 and thereafter, the following courses taken to satisfy a Simmons competency requirement may not be taken Pass-Fail:

English

Freshman Writing 1 and 2

Foreign Languages and Literatures

All language courses numbered 101, 102, 201, 202, 210

Level I or Level II language courses taken at another institution by a Simmons student while she is enrolled at the College

Mathematics

101, 102

At registration each student must designate her grading options for each course. Any student who fails to do so will automatically receive letter grades. No change in grading options may be made after registration. The grading symbols are defined as follows:

A = Excellent

B = Good

C = Fair

D = Poor

F = Fail

P = Pass

F = Fail

AU = Formal audit

W = Approved withdrawal

RW = Required withdrawal

In determining the general quality of a student's work, the following valuations are used: A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, D- = 0.67, and F and RW = 0. Distinguishing between Pass and Fail implies that a course has minimum standards of performance. A student performing below the minimum standards receives an F and no credit for the course. Every student newly enrolled as of September 1982 and thereafter must obtain a minimum Grade Point Average of 1.67, to be calculated from all courses taken at Simmons using the letter grade system, to be eligible for the baccalaureate degree.

If a student using the Pass-Fail option receives a P in a course, she will receive credit for the course, but the P will not be averaged into her GPA. If she receives an F in a Pass-Fail course, she will receive no credit for the course, and the F will be averaged into her GPA as zero.

Special conditions concerning grading options, grades, and evaluations pertain to students enrolled in the Education and Human Services, Nursing, and Physical Therapy programs. Students in these programs should contact their department faculty members for additional information.

The records of students who are experiencing academic difficulty are reviewed periodically by the Adminis-

trative Board, a faculty committee charged with monitoring the academic standards of the College. This includes the records of any student who has two or more failures in a semester (an RW is considered a failing evaluation for these procedures); any student whose semester or cumulative Grade Point Average is below 1.67; or any student whose overall record is considered marginal. The faculty has given the Administrative Board the authority to take whatever action is deemed appropriate to each individual's situation. Such actions may include a letter of concern, a letter of warning, probation, continued probation, removal from degree candidacy, or exclusion. As a result of this review, special conditions may be imposed by the Administrative Board, in which case both the student and her parent or guardian (if the student is dependent) may be notified. Informal warnings of academic difficulty are forwarded to the Director of Supportive Instructional Services by individual faculty members throughout each semester at Simmons, and counseling and assistance are made available.

Academic Honors and Recognition Programs

The Freshman Honors Program provides an unusual opportunity for students who have distinguished themselves academically throughout high school. The program includes an Honors Scholarship Competition, an interdisciplinary honors seminar course in the freshman year, and specially arranged cocurricular activities. Admission to the Freshman Honors Program is highly selective and requires a special application at the time of admission to the College (see page 16).

Departmental Honors Programs are offered to qualified students by several departments. In general, these programs require the student to fulfill the following requirements: 1) to have a superior

record in the concentration; 2) to present a thesis or project that has been approved by the department; and 3) to pass a general examination in core areas of the concentration.

A Dean's List was established to recognize undergraduate students' academic excellence. To be included on the Dean's List, which is compiled each semester, a student must have obtained a semester GPA of at least 3.50, must have earned at least 12 credits using the letter grade system, and must not have been found guilty of an Honor Code violation during that semester.

Academy is the honor society of Simmons College. Senior students who have demonstrated superior achievement according to the rules of the faculty may qualify for admission after completing at least 48 semester hours of credit at Simmons using the letter grade system.

Departmental Recognition is given by individual academic departments to recognize those seniors whom the department considers to have performed outstanding work in the department. Such recognition is included on the student's transcript, and designated Departmental Recognition.

Degrees with Distinction are granted to students whose achievement for four years has certain qualities of excellence, who are members of Academy, and who have been given Departmental Recognition.

Courses and Concentrations

Academic Credit

A course that occupies one-fourth of the full-time effort of a full-time student enrolled in a regular four-year program, regardless of the actual number of class exercises, is assigned credit of four semester hours. A course that occupies a smaller

fraction or larger fraction of a student's effort is assigned credit in the same ratio.

Course Numbers

Course numbering at Simmons College is as follows: Courses numbered in the 100's and 200's are offered for undergraduate degree credit only. Within this range are included individual study (199), independent study (250), senior thesis (255), internship (270), field work (280), and seminar (290) courses. Courses numbered in the 300's are offered for both undergraduate and graduate degree credit. Courses numbered in the 400's and 500's are ordinarily offered for graduate degree credit only, and courses numbered in the 600's may only be used for credit toward the Doctor of Arts degree in library and information science or the Doctor of Social Work degree. The digit following the hyphen in the course number represents the period in which the course is offered: 1 and 2 represent first and second semester, respectively; 0 indicates a full-year course; and S following the course number indicates a summer course.

Departmental Concentrations

Department of Art and Music

Art

The Department of Art and Music offers a concentration in art, an interdepartmental concentration in arts administration, and two concentrations in music.

Courses in art history and introductory studio art courses are designed to strengthen the student's perceptual powers and to develop articulate visual intelligence: in art history through study of works of art; and in studio work through direct practice in drawing and painting. Such study, based as it is on

perception, complements the literary aspect of other areas in the humanities. The student in science and professional areas will also benefit from strengthening her power of visual thinking, and will discover that active visual imagination is crucial to creative work in other areas.

Concentration in Art

The concentration in art includes courses in art history and studio art practice. Either area may be emphasized, depending upon interest and career plans. Either emphasis is basic to further study at the graduate level in either art history or practice.

The study of art can lead to careers in a wide variety of fields, such as teaching, publishing, arts administration, museum or gallery work, commercial art and design, architecture, city planning, painting and printmaking, etc. In many of these areas, the concentration in art would profitably be combined with a concentration in another area, such as English, history, philosophy, management, communications, or mathematics. The possibilities are so varied that the student is advised to consult with a member of the Department on possible combinations suitable for different career plans.

There is no strict sequence in which art history courses must be taken, although the introductory courses, Art 141 and 142, Introduction to Art History, are normally taken first. In studio art, eight semester hours at the introductory level are required prior to work in painting and printmaking.

Requirements. Students are required to take 28 semester hours in art (four of which may be replaced with a course in the philosophy of art), distributed as follows:

art history courses, 8 sem. hrs.

art practice courses, 8 sem. hrs.

the remaining courses chosen from either art history or art practice, depending upon the student's interests.

Interdepartmental Concentration in Arts Administration

The Department of Art and Music offers this interdepartmental concentration in conjunction with the departments of Management and Communications. This concentration provides an opportunity for students to prepare for careers in the arts other than the scholarly or art practice areas. Specifically, possible career areas include roles in management, public relations, promotion and marketing, budgeting, and art editing in museums, areas of public and corporate art activity, foundations, publishing houses, and art galleries. Field work in one of these areas is an integral part of Art 290, which is required. A concentrator has the choice of emphasizing management or communications. Departmental advising may be of assistance to students in selecting the appropriate track for their career goals.

Requirements. Students are required to take 48 semester hours, 28 in art and 20 in either management or communications. In addition to the required art courses, one upper-level studio or art history course is strongly recommended.

Art

The following courses are required for all concentrators in arts administration:

Art 111 Introduction to Studio Art:
Drawing

Art 112 Introduction to Studio Art:
Color

Art 141 Introduction to Art History:
Egypt to Mannerism

Art 142 Introduction to Art History:
Baroque to 20th Century

Art 290 Arts in the Community
plus one elective in art history

Communications

Prerequisites:

Eco. 101 Principles of Macroeconomics

Eco. 102 Principles of Microeconomics

The following courses are required for concentrators in arts administration who choose an emphasis in communications:

Com. 130 Journalism

Com. 135 Public Relations

Com. 138 Editing Publications for Companies and Nonprofit Organizations

and two of the following courses:

Com. 131 Article Writing I

Com. 142 Video Production

Com. 339 Advanced Public Relations

Com. 341 Graphic Arts Production

Com. 345 Graphic Design

Management

Prerequisites:

Eco. 101 Principles of Macroeconomics

Eco. 102 Principles of Microeconomics

Mth. 108 Introductory Statistics
(if Mgt. 140 option is chosen)

Mth. 109 Mathematics of Decision Making

The following courses are required for concentrators in arts administration who choose an emphasis in management:

Mgt. 120 Financial Accounting

Mgt. 121 Managerial Accounting

Mgt. 133 Dynamics of Management

Mgt. 134 Communications in Management

and one of the following:

Mgt. 140 Managerial Finance

Mgt. 150 Marketing

The following courses are also recommended:

Mgt. 140 Managerial Finance

Mgt. 150 Marketing

Mgt. 180 Business Law

Mgt. 186 Management of Information Systems
 Mgt. 210 Monetary Management
 Mgt. 220 Organizational Behavior
 Mgt. 231 Advertising Policies and Methods
 Mgt. 233 Sales/Sales Management

Courses

Art Studio Courses

Art 111-1, 2 Introduction to Studio Art: Drawing 4 sem. hrs.

This basic drawing course requires no previous studio experience and was designed to introduce the student to basic pictorial concepts and techniques. Varied approaches to drawing, using figures, landscapes, and still life, will be studied. Through slide presentations, the student will be made aware of the cultural and historical context in which stylistic development takes place. *Oppenheim, Chandler.*

Art 112-1, 2 Introduction to Studio Art: Color 4 sem. hrs.

Students will investigate the role of color in perception and in pictorial structure through studio work in painting. In addition to regular studio work, there will be frequent discussions of slides depicting works of art from different periods and cultures. The student will consider the relation between the cultural and historical situation of the artistic and stylistic development. This course requires no previous experience, although the student is strongly urged to take Art 111 first. *Oppenheim.*

[Art 113-1 Painting I 4 sem. hrs. Not offered in 1987-88.]

Basic course in techniques of painting. Work will include still life, figure, and abstract painting. Emphasis will be on color as it relates to both individual expressive needs and pictorial structure. *Oppenheim.*

[Art 114-2 Painting II 4 sem. hrs. Not offered in 1987-88.]

Continuation of Art 113, with emphasis on individual determination of style and direction. *Oppenheim.*

Art 115-1 Silk-Screen Printing I 4 sem. hrs.

A basic course in silk-screen techniques, including construction and preparation of screens and various methods of screen printing.

Art 116-2 Silk-Screen Printing II 4 sem. hrs.

Continuation of Art 115, with emphasis on individual determination of direction and stylistic concerns.

Art 117-1 Intaglio Printmaking I 4 sem. hrs.

A basic course in intaglio printmaking, including etching, drypoint, collography, aquatint, and engraving. Emphasis will be on the translation of individual drawing experiences into a variety of intaglio print methods. *Chandler.*

Art 118-2 Intaglio Printmaking II 4 sem. hrs.

Continuation of Art 117, with emphasis on individual determination of style and direction. This course may be taken with no previous experience in intaglio printmaking. *Chandler.*

Art 211-2 Advanced Drawing 4 sem. hrs.

A continuation of Art 111, with work in figure, still life, landscape, and abstract drawing. Building on skills gained in Art 111, this course will emphasize graphic and conceptual inventiveness leading to the capacity for individually realized expression in various media. *Oppenheim.*

Art History Courses

Art 141-1 Introduction to Art History: Egypt to Mannerism 4 sem. hrs.

Study of selected works of painting, sculpture, and architecture representing major phases of Western culture from ancient Egypt through 16th-century Mannerism. *Faxon.*

Art 142-2 Introduction to Art History: Baroque to the 20th Century 4 sem. hrs.

A continuation of Art 141 dealing with selected works of painting, sculpture, and architecture from the 17th-century Baroque to the 20th century, including both European and American works. *Faxon.*

Note: Art 141, 142 is designed as a two-semester sequence, but either course may be taken separately.

Art 143-2 Art in Europe: 1750-1900 4 sem. hrs.

Painting, sculpture, and architecture from the neoclassical movement of the late 18th century to Cézanne and Rodin. Emphasis on such artists as Delacroix, Monet, and Van Gogh. *Faxon.*

Art 144-1 20th-Century Art in Europe 4 sem. hrs.

Painting, sculpture, and architecture in Europe from the Fauve and Cubist movements to the Second World War and after. Emphasis on such major figures as Picasso, Matisse, Mondrian, and Le Corbusier.

[Art 145-2 Art in the United States 4 sem. hrs.
Not offered in 1987-88.]

Painting, sculpture, and architecture in America from the Revolution to the present. Emphasis on such major themes as portraiture, romanticism, realism, and abstraction, and on such figures as Copley, Homer, and Pollock.

[Art 146-1 Art in the Age of Rembrandt 4 sem. hrs. Not offered in 1987-88.]

Seventeenth-century art in Europe, with emphasis on Rembrandt and other major Dutch painters. Subsidiary attention to such major figures outside Holland as Caravaggio, Bernini, Rubens, Velázquez, and Poussin.

[Art 147-1 Art in the Age of Leonardo da Vinci and Michelangelo 4 sem. hrs. Not offered in 1987-88.]

Art of the Italian Renaissance, with emphasis on Leonardo da Vinci and Michelangelo. Subsidiary attention to a small group of other major figures, particularly Donatello, Botticelli, and Raphael.

Art 148-1 A History of Women Artists 4 sem. hrs.

A survey of paintings, sculpture, and architecture of women artists from medieval times to the present, with emphasis on such major artists as Sophonisba Anguisciola, Artemisia Gentileschi, Elisabeth Vigée-Lebrun, Harriet Hosmer, Edmonia Lewis, Rosa Bonheur, Mary Cassatt, Berthe Morisot, Kaethe Kollwitz, Louise Nevelson, and Helen Frankenthaler. *Faxon.*

Art 150-1 African-American Art 4 sem. hrs.

A survey of the history of art, with a strong emphasis on the contribution of African people to American art culture, including special attention to the role of African people in developing world art. *Chandler.*

Art 151-2 African Art: 3000 B.C. to the Present 4 sem. hrs.

A survey of African art from 3000 B.C. through the present, including Egyptian, Ashanti, Benin, Dogon, Bambara, Ife, and Ethiopian art, as well as art from other African cultures. *Chandler.*

[Art 152-2 Arts of the Far East: China and Japan 4 sem. hrs. Not offered in 1987-88.]

A survey of the cultural and aesthetic aspects of the arts of China and Japan.

Art 158-2 The Indian Arts of the Americas 4 sem. hrs.

A study of the whole range of the arts of the Indian peoples of North America, Central America, and South America, both before and after the voyages of Columbus.

Art 250-1, 2 Independent Study 4 sem. hrs.
Members of the Department.

Art 270-2 Internship: Arts in the Community 8 sem. hrs.

An integrated seminar and internship designed to combine knowledge of and interest in art in a professional context. Field work will be in museums, galleries, and other institutions involved in the arts. Students will be required to keep a journal of their field work experience, and to submit it at the end of the course. Weekly reading assignments will be discussed at each seminar meeting. In addition, there will be three brief papers and one research paper. This course fulfills the independent learning requirement.

Music

Courses in music are directed both toward students considering a concentration in music, as well as those whose chief interests are in other disciplines but who recognize the benefits to be gained from what the arts have always provided: a better understanding of our lives. Once involved with music, the student will become concerned with the creator's sense of living as well as with her own. Courses will focus on music that appeals not only to the ear, but also to the mind and senses, to the intellect and emotion.

The appropriate first course for the general student and the music concentrator is Mus. 120, Perspectives in Music; those considering a concentration in music should take the course early, preferably during their freshman year. Mus. 128, Introduction to Musical Theory and Practice, should also be taken early since it is required of all students wishing to do course work (but not performance studies) at The New England Conservatory of Music. No course in music requires previous music experience, although skills gained in Mus. 120 or Mus. 128 are generally helpful.

The Department welcomes students wishing to develop joint concentrations with other departments, and such stu-

dents should consult with the music faculty.

Concentration in Music

Two concentrations are offered: applied music (performance, theory, or composition) and music history and literature. Both concentrations have been established through an interinstitutional arrangement between Simmons and The New England Conservatory of Music.

Requirements. Students are required to complete 44 semester hours, distributed as follows:

Applied Music

applied music courses, 16 sem. hrs.
theory or theoretical studies courses, 16 sem. hrs.
music history and literature courses, 8 sem. hrs.
independent study, 4 sem. hrs.

Music History and Literature

music history and literature courses, 16 sem. hrs.
theory or theoretical studies courses, 16 sem. hrs.
applied music courses, 8 sem. hrs.
independent study, 4 sem. hrs.

The concentration requirements will be worked out with the Simmons music faculty in consultation with The New England Conservatory faculty. Independent study and/or field work will be part of the advanced work required in both areas of concentration.

Courses

Mus. 120-1 Perspectives in Music 4 sem. hrs.

Oriented to the listening experience, this course emphasizes the development of aural skills, and considers the perspectives of composer and performer as well. A wide range of music is examined, ranging from Renaissance motets to current hits, with special attention paid to the great composers of the Baroque era, the periods of Viennese Classicism, Romanticism, and the 20th century; and to such genres as the symphony, sonata, and string quartet—all designed to entice mind and ear, to deepen understanding, and to increase interest in the pleasures of music. No prior skills or background in music are required. *Gronquist*.

Mus. 122-1 Music in America 4 sem. hrs.

An examination of America's musical evolution from the Pilgrims to the present, with consideration of the social and political forces that helped to shape it. Topics will include New England psalmody, folk traditions, ragtime, work songs, jazz, opera, musical comedy, and ballet. *Gronquist*.

[Mus. 123-2 Introduction to Musical Drama

4 sem. hrs. Not offered in 1987-88.]

A study of the relationships between music and drama through selected works composed for stage, church, and concert hall. Focusing on operas, oratorios, musical comedies, and other kinds of dramatic music, this course is planned to enhance the listener's appreciation of both literary and musical aspects. Guided listening to recordings, study of musical scores and librettos, collateral readings, and assigned projects. No previous background in music is required.

Mus. 128-2 Introduction to Musical Theory and Practice 4 sem. hrs.

The study of the fundamental theoretical aspects of music. Terminology and notation. Basic tonal melodic singing and hearing. Meter and rhythmic practice. Basic tonal harmony. Especially beneficial as background for any of the more specialized courses offered within the Department or at The Conservatory. *Gronquist*.

Mus. 139-2 Paris in the Early 20th Century: The Origins of the Avant Garde 4 sem. hrs.

An introductory course involving interdisciplinary studies in cultural history, examining the ideas and works of the many artists, writers, musicians, etc., who were active in Paris from around 1890 to 1930. Movements dealt with include Symbolism, Cubism, Dadaism, Surrealism; music of Debussy, Ravel, Stravinsky, Les Six. Open to freshmen and upperclassmen; no previous background required. *Gronquist*.

Mus. 140-2 Rhythm and Blues in America 4

sem. hrs.

This course is designed to introduce the music of black Americans that is commonly known as spirituals, blues, gospel, rhythm and blues, soul, and jazz. Through musical examples and discussion, the musical element of rhythm, as used by the African-American, is seen as the most important element affecting American music today. Blues is seen as a way of making music, as well as a particular style of music developed chiefly from the African-American singing style. Musical examples from the earliest available African musics to the sounds of Michael Jackson, Whitney Houston, and Prince will be examined and discussed.

Mus. 199-1, 2 Individual Study 4 sem. hrs.

Members of the Department.

Mus. 250-1, 2 Independent Study 4 sem. hrs.

Members of the Department.

The New England Conservatory

Performance studies and theoretical subjects regularly offered at The New England Conservatory may be elected for credit by qualified students.

Under the provisions of an interinstitutional agreement between The New England Conservatory and Simmons College, duly enrolled students at Simmons College may elect to include in their programs for full credit certain courses normally offered by The Conservatory, subject to certain specified conditions, the details of which should be obtained from the Registrar. A Simmons College student desiring to pursue a course at The Conservatory must be recommended by the Dean of Humanities to the Registrar. The student will then be referred to The Conservatory by the Simmons music faculty, which reserves the right to determine whether prerequisites for the course in question have been met and whether the student is fully qualified to pursue the course elected.

Faculty

Art

Alicia Faxon, Ph.D. *Associate Professor of Art History and Chairman of the Department of Art and Music*

Robert Oppenheim, M.F.A. *Professor of Art*

***Thomas Joseph Wallace, M.A.** *Professor of Art*

Dana C. Chandler, B.S. *Associate Professor of Art*

**On sabbatical leave entire year 1987-88.*

Music

Robert E. Gronquist, M.A. *Professor of Music and Director of Musical Activities*

Department of Biology

Undergraduate specialization in biology provides the student with a basic background of knowledge that makes possible a variety of career opportunities. The biology concentration in the Department is designed to help the student develop an understanding of the scope, the methods of inquiry, and the specialties of biology, as well as an appreciation of modern biological trends. This concentration is also basic for specialization in biology at the graduate level.

Undergraduate preparation in biology may lead to career opportunities in government, university, hospital, and commercial laboratories in areas such as animal and plant physiology, developmental biology, molecular biology, biochemistry, microbiology, immunology, ecology, and biotechnology. The curriculum also prepares the student for graduate study in biology and in such areas as public health, medicine, dentistry, veterinary science, and genetic engineering. Preparation in biology can lead to training in medical technology.

Cooperation with other departments in the College provides opportunities for joint programs. Combined programs are possible with the departments of Chemistry, Physics, Mathematics, and Psychology. Certification for teaching biology at the middle school and secondary school levels is possible by enrollment in the Department of Education and Human Services' program.

Concentration in Biology

Requirements. Students planning a program in biology may satisfy the core requirements by taking the following courses:

Year 1 Upon Departmental recommendation, either of the following:

- Bio. 106 Principles of Biology I and
- Bio. 108 Principles of Biology II or
- Bio. 113 General Biology I and
- Bio. 115 General Biology II

Year 2 One of the following:

- Bio. 120 Biology of Plants or
- Bio. 126 Invertebrate Zoology or
- Bio. 127 Vertebrate Zoology and
- One of the following:
 - Bio. 138 Comparative Animal Physiology or
 - Bio. 140 Plant Physiology

Year 3 Bio. 125 Cell Biology and
Bio. 136 Genetics

After the minimum requirement of one course from each group has been met, remaining course(s) from any group may be taken as electives.

To complete the minimum requirements, students must take two more courses in biology selected from the list below. At least one of these must be numbered 140 or above. Students are encouraged to take a course in plant biology and a course at the population level.

- Bio. 120 Biology of Plants
- Bio. 121 Microbiology

- Bio. 126 Invertebrate Zoology
- Bio. 127 Vertebrate Zoology
- *Bio. 135 Developmental Biology
- Bio. 138 Comparative Animal Physiology
- *Bio. 140 Plant Physiology
- *Bio. 142 Topics in Behavioral Biology
- *Bio. 145 Principles of Ecology
- *Bio. 151 Immunobiology
- *Bio. 153 Topics in Marine Biology
- *Bio. 155 Evolution
- *Bio. 156 Neurobiology
- *Bio. 157 Molecular Biology

In the senior year, students must satisfy their requirements for independent learning either by taking Bio. 250-1 and Bio. 250-2 or by taking two additional advanced courses in biology. The courses satisfying the independent learning requirement are indicated above by an asterisk (*). Students must receive the consent of the instructor and the Departmental Independent Learning Committee before registration, and must complete a research project or paper in addition to the regular course requirements.

Prerequisites. Students considering a concentration in biology should normally take Bio. 113 and 115 during their first year. Students with little or no science background may be advised to take Bio. 106 and 108. Students are required to take Chm. 111 or 113, 114, and 125, as well as Mth. 110 or its equivalent. Students interested in medical or dental school or in pursuing graduate study in certain areas of biology should plan to include Chm. 126. It is also strongly recommended that students elect one year of physics and additional courses in mathematics.

Courses

Bio. 100-1, 2 Human Biology and Social Issues

4 sem. hrs.

Not a prerequisite for further courses in the Department, except with the consent of the Department.

The biological aspects of current social issues. Topics will include human health and disease, growth of human populations, and the use of natural resources. Issues in genetics, heredity, and decision making in science. *Members of the Department.*

Bio. 106-1 Principles of Biology I

4 sem. hrs.
The fundamental concepts of modern biology, with emphasis on the development of ideas and the significance of biological issues in contemporary society. Topics will include evolution, ecology, heredity, reproduction, development, and socio-biology. *Irwin.*

Bio. 108-2 Principles of Biology II

4 sem. hrs.
The fundamental principles of cellular and organismic biology, with emphasis on molecular biology, bioenergetics, and physiological adaptations. Does not presuppose Bio. 106. *Talentino.*

[Bio. 109-1 Biology and Psychology of Women

4 sem. hrs. Not offered in 1987-88.]

Not a prerequisite for further courses in the Biology Department. Not open to students who took Bio./Psy. 109.

An examination of the biological and psychological factors that play a part in the development of women's sex identification and role in today's society. Concern will be with the genetic, anatomical, and physiological differences between the sexes and their interaction with early experiences, socialization processes, and psychological consequences. The scientific collection and analysis of data will be emphasized. *Members of the Biology and Psychology departments.*

Bio. 113-1 General Biology I

4 sem. hrs.
Prereq.: Departmental placement.

Study of adaptive strategies of plants, invertebrates, and vertebrates for solving the problems of bioenergetics, internal transport, osmotic and ionic balance, and hormonal and nervous integration. *Piperberg.*

Bio. 115-2 General Biology II

4 sem. hrs.
Prereq.: Bio. 113 or equivalent.

Consideration of reproduction, development, inheritance, and evolution in plants and animals, with emphasis on Mendelian genetics, biochemistry of the gene, control of gene activity, population genetics, and ecology. *Williams.*

[Bio. 120-1 Biology of Plants 4 sem. hrs. Not offered in 1987-88.]

Prereq.: one year each of college biology and chemistry or consent of the instructor.

An introduction to plant biology, focusing on plant anatomy, morphology, and development. Emphasis is on an integrated approach to plant structure and function and on recent advances in plant science.

Bio. 121-1 Microbiology

4 sem. hrs.
Prereq.: one year each of college biology and chemistry.

Introduction to the biology of micro-organisms: bacteria, viruses, and fungi. Stress placed on control of microbial populations, systematic study, and use of quantitative methods. *Coghlan.*

Bio. 125-2 Cell Biology

4 sem. hrs.
Prereq.: one year of college biology and Chm. 125 or consent of the instructor.

A thorough study of the cell is presented, including structure, function, cell diversity, and methods of analysis. Major biochemical pathways of the cell are examined in relationship to particular organelles. Laboratory exercises are designed to introduce a wide range of techniques used by cell biologists. *Piperberg.*

[Bio. 126-1 Invertebrate Zoology 4 sem. hrs. Not offered in 1987-88.]

Prereq.: one year of college biology.

A survey of the invertebrate phyla. Emphasis is on adaptive significance of the structure and physiological characteristics of each invertebrate group in relation to its ecological distribution. Systematics that may be phyletically significant are included.

Bio. 127-1 Vertebrate Zoology

4 sem. hrs.
Prereq.: one year of college biology.

A survey of the chordates, including protochordates and vertebrates. Emphasis is on morphological characteristics, and ecological and evolutionary relationships. Laboratory includes field work and dissection of representatives from most major groups of chordates. *Talentino.*

Bio. 131-1 Anatomy and Physiology I 4 sem. hrs.

Prereq.: one year each of college biology and chemistry.

An integrated presentation of the fundamental facts and concepts of human anatomy and physiology. Emphasis placed on the cellular basis of membrane excitability and hormone action, neuroanatomy, musculoskeletal system and motor control, reproduction, and embryology. Laboratory includes histology, gross anatomy, and physiological experiments.

Bio. 132-2 Anatomy and Physiology II 4 sem. hrs.

Prereq.: one year each of college biology and chemistry; Bio. 131 recommended.

An introduction to the structural relationships and functional integration of major systems of the human body, with emphasis on cardiovascular, respiratory, renal, gastrointestinal, and defense systems. Laboratory includes histology, gross anatomy, and physiological experiments.

[Bio. 135-2 Developmental Biology 4 sem. hrs.

Not offered in 1987-88.]

Prereq.: Bio. 125, 136, and Chm. 125.

Study of the development of organisms from fertilization to death. Formation of the individual from molecules to three-dimensional form with individuality. Laboratory exercises on a variety of organisms. Independent analysis of original research papers and independent research projects included.

Bio. 136-1 Genetics 4 sem. hrs.

Prereq.: one year of college biology and Chm. 114.

Study of the principles of classical and molecular genetics in both eukaryotic and prokaryotic genetic systems. Emphasis on problem solving to illustrate techniques of genetic analysis. *Skvirsky.*

[Bio. 138-2 Comparative Animal Physiology

4 sem. hrs. Not offered in 1987-88.]

Prereq.: one year each of college biology and chemistry.

A comparative approach to the study of basic physiological processes, such as osmoregulation, nutrition, digestion, respiration, excretion, thermoregulation, and integration.

Bio. 140-2 Plant Physiology 4 sem. hrs.

Prereq.: one year each of college biology and chemistry.

An introduction to the physiology, biochemistry, and control of growth and development in higher plants. Topics include photosynthesis, hormonal regulation of development, transport mechanisms, plant tissue culture, nitrogen fixation, and plant-pathogen relations. *Skvirsky.*

[Bio. 142-1 Topics in Behavioral Biology 4 sem. hrs.

Not offered in 1987-88.]

Prereq.: one year of college biology or consent of the instructor.

A study of invertebrate and nonhuman vertebrate behavior, including such topics as anatomical and physiological bases of behavior, effects of stress on behavior, genetics and ontogeny of behavior, courtship and aggression, communication, and migration. Open-ended lecture and laboratory with opportunity for long-range experiments.

Bio. 145-1 Principles of Ecology 4 sem. hrs.

Prereq.: one year of college biology or consent of the instructor.

Interrelations of plants and animals and the environment. Biological adaptations and biogeochemical cycles. Analysis of geographical, chemical, and biological aspects of the environment and their use in conservation, with emphasis on New England. Field work in mountain, marsh, bog, and rocky shore ecosystems. *Williams.*

Bio. 151-2 Immunobiology 4 sem. hrs.

Prereq.: consent of the instructor.

A consideration of the basic principles of immunology, with applications of immunologic theory and techniques to microbiology, biochemistry, genetics, developmental biology, and evolution. *Coghlan.*

[Bio. 153-1 Topics in Marine Biology 4 sem. hrs.

Prereq.: one year of college biology. Not offered in 1987-88.]

Seminar on current studies in marine biology, with special reference to fundamental work on organic productivity, food chains, fishing resources, and whaling. Includes consideration of selected topics in physiological ecology of marine forms, with special emphasis on intertidal flora and fauna.

[Bio. 155-2 Evolution 4 sem. hrs. Not offered in 1987-88.]

Prereq.: Bio. 136 or consent of the instructor.

A discussion of the mechanisms of evolution, with emphasis on the genetic aspects and the experimental approach to evolutionary problems. Discussion of mutation, natural selection, genetic drift, and evolutionary changes in natural populations, as well as the genetics of speciation and race formation.

Bio. 156-1 Neurobiology 4 sem. hrs.

Prereq.: Bio. 138 or consent of the instructor.

A comparative study of nervous systems, with emphasis on evolutionary changes and cellular specializations in vertebrates and invertebrates. Methodologies currently in use in neurobiological research will be featured through lectures, discussion of current research papers, and lab exercises. *Irwin.*

[Bio. 157-2 Molecular Biology 4 sem. hrs. Not offered in 1987-88.]

Prereq.: Chm. 125 and Bio. 125 or consent of the instructor.

An examination of gene structure and function, regulation of DNA, RNA, and protein synthesis, the control of gene expression, and the use of recombinant DNA technology as an investigative tool.

Bio. 199-1, 2 Individual Study 4 sem. hrs.

Prereq.: consent of the instructor.

Members of the Department.

Bio. 250-1, 2 Independent Laboratory Research
4 sem. hrs.

Open to seniors for fulfillment of independent study requirements. Usually taken for two semesters (eight semester hours) but may be elected for one semester (four semester hours) at the discretion of the faculty sponsor. *Members of the Department.*

Faculty

Louis N. Irwin, Ph.D. *Professor of Biology and Chairman of the Department of Biology*

Anne Eveline Coghlan, Ph.D. *Professor of Biology and Dean of Sciences*

***Richard P. Nickerson, Ph.D.** *Professor of Biology*

N. Sandra Williams, Ph.D. *Professor of Biology*

Karen A. Talantino, Ph.D. *Associate Professor of Biology*

Joel B. Piperberg, Ph.D. *Assistant Professor of Biology*

Rachel C. Skvirsky, Ph.D. *Assistant Professor of Biology*

Arthur Skura, M.S. *Supervisor, Preparation Room*

Maria Reavill, B.S. *Laboratory Technician*

Alana Dudley *Secretary for the Department of Biology*

Department of Chemistry

Chemistry offers opportunities for study and interpretation of natural phenomena of immense variety. Pressing social issues, such as public health, environmental deterioration, famine, and over-population, cannot be solved without attacking their scientific aspects: An education in chemistry prepares the student to serve society and its individual professions in these and many other ways.

Many career opportunities in education and industry require only a bachelor's degree. The chemical industry is central to the American economy and offers employment in areas such as pharmaceuticals, environmental science, agricultural products, and plastics.

Positions in private, governmental, and

medical laboratories are numerous, but many B.S. chemists are also found in management, information science, sales, and other non-laboratory careers.

Graduate study opens career areas with greater responsibility and the opportunity for initiation and leadership of research work. An undergraduate chemistry concentration is valuable preparation for graduate studies not only in chemistry, but also in fields such as biochemistry, nutrition, and food technology. It is also appropriate preparation for professional schools of medicine or dentistry, especially with the increasing dependence of medical research and practice on knowledge of living systems at the molecular level. The student interested in science education may take an undergraduate chemistry concentration followed by further professional education leading, for example, to the M.A.T. degree.

Requirements and Facilities. The required courses in chemistry normally completed by the end of the third year are Chm. 125, 126, 131, and 132. Concentrators are also required to take Chm. 255 (eight semester hours), to participate in Departmental seminars, and to elect at least eight semester hours from among Chm. 141, 143, 144, 146, 147, and 148.

Chemistry concentrators, after declaring their concentration, select one of the individual laboratory bench-study spaces in Science Center Room 430, where they carry out much of the rest of their work in chemistry. Interinstitutional grants to Simmons and neighboring institutions have provided the Department with instrumentation beyond the scope of that usually available at undergraduate colleges.

Prerequisites. Students considering a concentration in chemistry should take Chm. 113 and 114 during their first year. In some cases, students with little

*On sabbatical leave entire year 1987-88.

or no previous high school background may be advised to take Chm. 111 instead of 113. Mth. 101 or 102 will be recommended by advisers for students in chemistry who think they may need to review basic mathematical concepts. By the time they enroll in Chm. 131, they should have taken Mth. 120 and Phy. 112 and 113.

Graduate School Preparation. The American Chemical Society (ACS) suggests a set of standards that it believes will prepare students for graduate study. To meet these standards, the student's program must include Chm. 141, Chm. 148, and either Chm. 146 or Chm. 147. The student is also advised to have a reading knowledge of German or Russian and is strongly urged to take one (or both) of these languages if she intends to go to graduate school. Certification that the student's course program has met the ACS standards is not required for any career or graduate study; the standards are only a guide in planning a program that will make graduate study easier.

Joint Concentrations. There are informal concentrations that combine chemistry with biology, management, mathematics, nutrition, and psychology. In addition, chemistry has been combined with education, communications, and philosophy to lead to immediate careers or graduate study. To plan other joint concentrations, the student should arrange with her adviser to have someone from each of the relevant departments discuss with her a program suited to her particular needs.

Double-Degree Program in Chemistry and Pharmacy. A five-and-a-half-year program leading to baccalaureate degrees in both chemistry and pharmacy is described on page 145. Students interested in the program should consult the Chairman of the Chemistry Department during

freshman orientation to insure proper course selection.

Courses

Chm. 101-1, 2 Computers and Computer Programming 4 sem. hrs.

Introduction to the powers and limitations of computers and the role of computers in society. Analysis of problems for computer solution; programming in the language BASIC. Elements of computer structure. Students will learn to design, write, and run programs on the time-shared computers. Problems will be drawn from a wide variety of fields; no special background knowledge is assumed. Three hours of lecture, two hours of computer time per week. *Bell, Soltzberg.*

Chm. 107-2 Drug Use and Action 4 sem. hrs.

Study of the chemistry and biochemistry of drugs and the interaction of different drugs in the body. After the chemical principles are introduced, the course uses a topical approach. Subjects may include the chemistry and effects of nonprescription drugs, such as alcohol and aspirin; prescription drugs, such as sleeping and birth-control pills; and illegal drugs, such as heroin. Three lectures and one laboratory per week. *Hartman.*

Chm. 109-2 Survival Chemistry 4 sem. hrs.

Study of the fundamental scientific principles underlying various environmental and technological issues, with the aim of enabling the student to understand and deal with the impact of science on society. The course employs a topical approach. The topics include energy resources and alternatives, air and water pollutants, alternatives to pesticides, man-made polymers, drugs, genetic engineering, and population growth and consequences. Three lectures and one laboratory per week.

Chm. 111-1 Introductory Chemistry: Inorganic and Physical 4 sem. hrs.

Basic concepts with special reference to inorganic compounds, including chemical equations, the Periodic Table, chemical bonding, and equilibrium. Neither previous knowledge of the subject nor any sophisticated background in mathematics is assumed. The laboratory is designed to correlate with and amplify the lecture material, and to familiarize the student with fundamental laboratory techniques including instrumental methods. Three lectures, one discussion period, and one laboratory per week. *Hartman.*

Chm. 112-2 Introductory Chemistry: Organic*4 sem. hrs.**Prereq.: Chm. 111 or 113.*

Designed for the concentrator in the paramedical or science-related field. Nature of the covalent bond, structure of organic compounds and their reactions and reaction mechanisms. Introduction to the structure and biochemical functions of compounds important to life. Three lectures, one discussion period, and one laboratory per week. *Yakali.*

Chm. 113-1 Principles of Chemistry *4 sem. hrs.**Prereq.: a satisfactory score on the Simmons Chemistry Placement Examination.*

A quantitative development of a few fundamental topics: the mole concept, stoichiometry, chemical equilibria in aqueous solutions, atomic and molecular theory, inorganic chemistry, and rates of chemical reactions. The laboratory introduces quantitative techniques, including instrumental methods, for studying chemical systems. Three lectures, one discussion period, and one laboratory per week. *Bowers.*

Chm. 114-2 Organic Chemistry I *4 sem. hrs.**Prereq.: Chm. 111 or 113.*

Fundamental concepts of atomic structure, hybridization, molecular orbitals, and structure of organic molecules. Survey of functional groups, classes of organic compounds, and their reactions. An in-depth mechanistic study of those reactions, involving energies, stereochemistry, equilibrium, and reaction rate theory. Three lectures, one discussion period, and one laboratory per week. *Piper.*

Chm. 123-1 Introductory Chemistry: Biological*4 sem. hrs.**Prereq.: Chm. 112 or 114.*

Builds on the organic background provided in Chm. 112. Study of carbohydrates, lipids, and proteins and their metabolic role in living systems. Laboratory work includes the chemistry of foods and human nutrition. Three lectures, one discussion period, and one laboratory per week. *Yakali.*

Chm. 125-1 Organic Chemistry II *4 sem. hrs.**Prereq.: Chm. 114; or 112 with consent of the instructor.*

An extension of Chm. 114 to consider additional classes of organic compounds and the more intimate relationship between structure and reactivity as expressed in mechanistic terms. Three lectures, one discussion period, and one laboratory per week. *Piper.*

Chm. 126-2 Quantitative Analysis *4 sem. hrs.**Prereq.: Chm. 113 and Mth. 110.*

Theoretical principles and experimental techniques of quantitative inorganic analysis. Topics include solubility, acid-base and redox equilibria and their application in potentiometric, gravimetric, and coulometric methods; spectrophotometry and atomic absorption; ion-exchange and chromatographic separations; analytical data evaluation; and computer literature search. Three lectures and one laboratory per week. *Bowers.*

Chm. 131-1 Thermodynamics and Kinetics*4 sem. hrs.**Prereq.: Chm. 126, Phy. 113, and Mth. 120 or consent of the instructor.*

Detailed treatment of the states of matter and the laws of thermodynamics (with applications to chemical and phase equilibria, and electrochemistry) and reaction kinetics and mechanism. Laboratory studies emphasize the application of concepts developed in the lecture. Three lectures and one laboratory per week. *Soltzberg.*

Chm. 132-2 Quantum Mechanics and Molecular Structure *4 sem. hrs.**Prereq. or concurrent: Chm. 126, Phy. 113, and Mth. 120 or consent of the instructor.*

The wave mechanical treatment of atoms, atomic and molecular spectroscopy, theories of chemical bonding, molecular structure, and statistical mechanics. Spectroscopic and model (computer and physical) studies make up the laboratory work. Three lectures and one laboratory per week. *Bell.*

Chm. 141-2 Advanced Analytical Chemistry*4 sem. hrs.**Prereq.: Chm. 131.*

Modern methods of separation and analysis, including chromatographic, spectrophotometric, radiochemical, and electrochemical methods. Laboratory computer use for data acquisition and signal averaging. Applications of NMR in inorganic analysis. *Members of the Department.*

Chm. 143-2 Advanced Organic Chemistry*4 sem. hrs.**Prereq.: Chm. 125.*

A selection of topics from synthetic and physical organic chemistry, beginning with a review of basic organic chemistry. Topics may include the synthesis of biologically significant molecules, Woodward-Hoffman rules, reaction intermediates, new synthetic methods, and biosynthetic pathways. Three lectures per week. *Piper.*

Chm. 144-2 Advanced Physical Chemistry*4 sem. hrs.**Prereq.: Chm. 131 and 132.*

An extension of quantum and statistical mechanics to more complex problems in spectroscopy, reaction kinetics, and statistical thermodynamics than those introduced in Chm. 131 and 132. Three lectures per week. *Members of the Department.*

[Chm. 146-1 Organic Analysis 4 sem. hrs. Not offered in 1987-88.]*Prereq.: Chm. 125 and 126.*

Laboratory work developing most of the important techniques in the isolation and identification of organic compounds. Lectures discussing major spectrometric techniques used in organic structural elucidation. Three lectures and six hours of laboratory per week. *Yakali.*

Chm. 147-2 Biochemistry 4 sem. hrs.*Prereq.: Chm. 125 and 126 or consent of the instructor.*

Organizing principles of living systems, structure, and function of proteins. Topics covered include enzyme reaction mechanism and kinetics, principles of energy transfer in cells, and integration and control of metabolic pathways. Three lectures and one laboratory per week. *Hartman.*

Chm. 148-1 Advanced Inorganic Chemistry*4 sem. hrs.**Prereq.: Mth. 120 and Chm. 132.*

Structural and dynamic aspects of inorganic compounds, including ionic crystals, transition metal complexes, organometallics, and electron deficient species. The course will include topics of current bioinorganic interest, such as metalloporphyrins, enzymes, nitrogen fixation, and essential trace elements. Three lectures and one laboratory per week.

Chm. 199-1, 2 Individual Study 4 or 8 sem. hrs.*Members of the Department.***Chm. 255-0 Undergraduate Research Project and Thesis 8 sem. hrs.***Required of all seniors. Open to juniors and sophomores with the consent of the Department.*

Selection of a research project involving scientific literature search, followed by laboratory work required for solution of the problem. *Members of the Department.*

Chm. 290-0 Chemistry Seminar No credit.*Required of all chemistry concentrators.*

Other interested students are invited to attend.

*Members of the Department.***Faculty**

Iclal Sirel Hartman, Ph.D. *Professor of Chemistry and Chairman of the Department of Chemistry*

Jerry Alan Bell, Ph.D. *Professor of Chemistry*

Peter George Bowers, Ph.D. *Professor of Chemistry*

James Underhill Piper, Ph.D. *Professor of Chemistry*

Leonard Jay Soltzberg, Ph.D. *Hazel Dick Leonard Professor of Chemistry*

Emel Yakali, Ph.D. *Associate Professor of Chemistry*

Carolyn Gosse Spodick, M.S. *Special Instructor in Chemistry*

Nancy C. Reynolds, M.A. *Staff Assistant*

Nora C. Friel *Stockroom Assistant and Laboratory Technician*

Department of Communications

Concentrations within the Department of Communications equip students for careers in publishing, newspaper and broadcast journalism, public relations, advertising, and graphic production and design.

Internships and other independent learning experiences in the various fields of communications are available to students enrolled in all concentrations in communications.

Concentration in Communications

The concentration in communications offers students a dual preparation in the written word and in the visual media.

Requirements. The sequence of 36 semester hours of required courses in the concentration in communications is normally taken in the following order:

Com. 320 Communications Media

Com. 130 Journalism

Com. 341 Graphic Arts Production

Com. 345 Graphic Design

Com. 340 Copy and Proof

Com. 131 Article Writing I

Com. 334 Article Writing II
or
Com. 132 Advanced Journalism

The all-College requirement for independent learning is satisfied by Com. 270, Internship, or by eight semester hours taken among Com. 250, Independent Study; Com. 280, Field Experience; and Com. 350, Senior Project.

Concentration in Graphic and Publishing Arts

The concentration in graphic and publishing arts prepares students for graphic design positions primarily in the print medium, though individual design objectives can be accommodated. Admission into the concentration is contingent on the acceptance of the student's portfolio, which is normally submitted by April 1 of the freshman year, and demonstrated talent in Com. 345, which is normally taken in the sophomore year.

Prerequisites. A total of 16 semester hours in the Department of Art.

Eight semester hours in drawing, to be fulfilled by the following courses, preferably taken in the freshman year.

Art 111 Introduction to Studio Art: Drawing
Art 211 Advanced Drawing

Eight semester hours in printmaking, selected from the following courses:

Art 115 Silk-Screen Printing I
Art 116 Silk-Screen Printing II
Art 117 Intaglio Printmaking I
Art 118 Intaglio Printmaking II

Requirements. 40 semester hours in communications, which are normally taken in the following order:

Com. 320 Communications Media
Com. 341 Graphic Arts Production
Com. 345 Graphic Design
Com. 148 Basic Photography
Com. 349 Advanced Photography
Com. 348 Typographic Design
Com. 346 Seminar in Graphic Design I
Com. 347 Seminar in Graphic Design II

The all-College requirement for independent learning is satisfied by Com. 270, Internship; or by eight semester hours taken among Com. 250, Independent Study; Com. 280, Field Experience; and Com. 350, Senior Project.

Elective. Providing the prerequisites in the Department of Art have been fulfilled, students may elect one course from the following at The School of the Museum of Fine Arts: graphic design, drawing, painting, printmaking, or film.

Concentration in Advertising

The concentration in advertising is designed for students who are interested in advertising as a career and who have creative, selling, and analytical talents.

The courses in this concentration prepare women for positions in advertising agencies and departments as copywriters, marketing specialists and researchers, media specialists (buying advertising space and broadcast time), graphic production and layout personnel, advertising traffic expediters, and account executives.

Requirements. 36 semester hours in communications, which are normally taken in the following order:

Com. 320 Communications Media
Com. 130 Journalism
Com. 341 Graphic Arts Production
Com. 345 Graphic Design
Com. 340 Copy and Proof
Com. 136 Advertising Copywriting I
Com. 137 Advertising Copywriting II
Com. 270 Internship

Required management courses:

Mgt. 150 Marketing
Mgt. 231 Advertising Policy and Methods
or
Mgt. 235 Marketing Research

Prerequisites for Mgt. 150: Eco. 101, Eco. 102, Mth. 109, Mgt. 120, and Mgt. 133.

Prerequisites for Mgt. 235: Mth. 108, Mgt. 150.

Concentration in Public Relations

The concentration in public relations prepares students for positions as editors of employee, customer, and institutional publications; directors of multimedia communication programs; public relations practitioners in business and public service organizations; and specialists in financial and international public relations.

Requirements. 40 semester hours in communications, which are normally taken in the following order:

Com. 320 Communications Media
Com. 130 Journalism
Com. 341 Graphic Arts Production
Com. 345 Graphic Design
Com. 135 Public Relations
Com. 340 Copy and Proof
Com. 138 Editing Publications for Companies and Nonprofit Organizations
Com. 339 Advanced Public Relations
Com. 270 Internship

Required management course:

Mgt. 150 Marketing

Prerequisites for Mgt. 150: Eco. 101, Eco. 102, Mth. 109, Mgt. 120, and Mgt. 133.

Interdepartmental Concentration

For information about the communications-arts administration interdepartmental concentration, see page 31.

Post-Baccalaureate Program Leading to a Diploma in Communications

This program can be completed in one year on a full-time basis or over a longer period on a part-time basis. It offers graduates of approved colleges, whose undergraduate programs have been largely academic, the opportunity to do concentrated studies in the basic skills required in editing, publishing, graphic arts, and the news media. Each student's program is planned in consultation with the Department faculty. Candidates who satisfactorily complete such a program are eligible for the Diploma in Communications.

A typical program (32 semester hours) includes the following courses:

Com. 130 Journalism
Com. 320 Communications Media
Com. 340 Copy and Proof
Com. 341 Graphic Arts Production
Com. 345 Graphic Design
Com. 350 Senior Project
Electives Eight semester hours

Graduate Program in Communications

For information about the Master of Science Program in Communications Management, see page 152.

Courses**Com. 130-1, 2 Journalism 4 sem. hrs.**

Introduction to news gathering, news judgment, and news writing. *Corcoran, Ball.*

Com. 131-1, 2 Article Writing I 4 sem. hrs.

Prereq.: Com. 130.

Prereq. or concurrent: Com. 340.

Researching and writing feature-length magazine and newspaper articles for publication. Study and discussion of published material; reading, discussion, and criticism of student work. *Corcoran.*

Com. 132-2 Advanced Journalism 4 sem. hrs.

Prereq.: Com. 130, Com. 340.

For students interested in news media careers.

News coverage and writing techniques involving public and private sectors of contemporary society; includes study of theory of journalism. *Corcoran.*

Com. 133-2 Broadcast Journalism 4 sem. hrs.

Prereq.: Com. 130.

Reporting, videotaping, script writing, videotape editing for the broadcast media. Students will go out on actual news and documentary assignments.

Com. 135-1, 2 Public Relations 4 sem. hrs.

Prereq.: Com. 130.

Institutional public relations and practical training in publicity procedures; analyzing clients' needs, outlining campaigns, and preparing and placing copy in the print and electronic media. Special attention will be given to applying public relations principles to industrial, educational, and community problems. *Rosenfeld.*

Com. 136-1 Advertising Copywriting I

4 sem. hrs.

Prereq.: Com. 130.

Advertising form and style and advertising copywriting. Projects and criticism, with some general reading on advertising theory and practice.

Com. 137-2 Advertising Copywriting II

4 sem. hrs.

Prereq.: Com. 136.

Problems and practice of writing advertising copy for radio, television, and cable TV. Projects and criticisms, with field trips to agencies and broadcast stations.

Com. 138-2 Editing Publications for Companies and Nonprofit Organizations 4 sem. hrs.

Prereq.: Com. 130 and 135.

Various specialized types of editing and writing, including company or institutional newspapers, newsletters, magazines, annual reports, and personnel handbooks. *Beltz.*

Com. 141-1 Public Speaking 4 sem. hrs.

Preparation and presentation of various types of speeches, including impromptu, extemporaneous, and manuscript. Emphasis on platform speaking and delivery, on developing fluency in expressing thoughts in public, and on improving critical listening ability. *Beltz.*

Com. 142-1, 2 Video Production 4 sem. hrs.

Prereq.: Com. 320.

Explores the working methods and production of video documentary film making. Students view professional examples, then plan, shoot, and edit their own short nonfiction pieces in an attempt to begin to understand the variety of conditions that lead to the creation of a good, short video production. *White.*

[Com. 143-2 Cinematography 4 sem. hrs.

Prereq.: Com. 320. Not offered in 1987-88.]

Instruction in the visual language of film and film-making skills. Primary concern for the Super-8 camera and its operation; exploration of lighting, camera placement, and editing. Film-making assignments, comparative screenings of student work, and selected sequences from feature films and shorts.

Com. 148-1, 2 Basic Photography 4 sem. hrs.

Enrollment limited.

An introduction to photography as visual communication. Basic camera and darkroom techniques, lighting, design, and composition in black and white. Planning and taking of photographs for various types of publications.

Com. 199-1, 2 Individual Study 4 sem. hrs.

The student may do individual study under the guidance of a Department faculty member. The student meets with the faculty member at regular intervals for evaluation. *Members of the Department.*

Com. 250-1, 2 Independent Study 4 sem. hrs.

Qualified students may pursue writing, publishing, graphic design, photography, video tape production, and film-making interests beyond the limits of the listed courses. *Members of the Department.*

Com. 270-1, 2 Internship 8 or 16 sem. hrs.

To qualify for an internship, the student must have fulfilled most of her Departmental and/or inter-departmental requirements. The student gains practical professional experience by applying theoretical knowledge to real problems within an organization. *Carroll.*

Com. 280-1, 2 Field Experience 4 sem. hrs.

This experience is available to the student who has not yet fulfilled most of her Departmental and/or interdepartmental requirements, but who wants to engage in an individual research project in a communications field. Placement is based on the student's background and interest. *Carroll.*

Com. 320-1, 2 Communications Media*4 sem. hrs.*

An introduction to communication arts and theory, involving analysis of media from the communicator's viewpoint. Numerous screenings supplement examples and exercises in film, video, multimedia, and graphic arts. *White.*

Com. 322-2 Advanced Public Speaking*4 sem. hrs.**Prereq.: Com. 141.*

Preparation and presentation of persuasive speeches and oral reports appropriate to business and professional occupations; group discussion and parliamentary procedure. *Beltz.*

Com. 334-1, 2 Article Writing II *4 sem. hrs.**Prereq.: Com. 131, Com. 340.*

Researching and writing of editorials, columns, reviews, and other forms of personal-style journalism.

Com. 339-2 Advanced Public Relations*4 sem. hrs.**Prereq.: Com. 135.*

A seminar in which a major survey or project is undertaken in conjunction with a profit or nonprofit agency in the Boston area. Strong emphasis on oral presentation, internal and external communication within organizations, and case studies. For public relations majors and others interested in organizational communication. *Theodoros.*

Com. 340-1, 2 Copy and Proof *4 sem. hrs.*

Exercises and tests, based on *Words into Type*, to develop a professional attitude toward the problems of language usage and style in the preparation of copy for publication, and in the techniques and problems of reading proof. *Wood.*

Com. 341-1, 2 Graphic Arts Production*4 sem. hrs.*

The techniques and processes that convert word and picture copy to the printed page. Emphasis on word processing and digital image technology in the context of more traditional methods. Implications of technology for communications. *Smiley, Grant.*

Com. 345-1, 2 Graphic Design *4 sem. hrs.**Prereq.: Com. 341.*

Introduction to basic design principles and mechanical skills. Traditional and computerized methods applied to problems in publication and design. *Grant.*

Com. 346-1, 2 Seminar in Graphic Design I*4 sem. hrs.**Prereq.: Com. 345.*

For students who have demonstrated an interest and aptitude in graphic design. Individual conferences and regular group discussions. Study of a wide variety of design problems, both conceptual and technical, structured to increase professional skills while developing individual design abilities. *Smiley.*

Com. 347-2 Seminar in Graphic Design II*4 sem. hrs.**Prereq.: Com. 345, Com. 346.*

Problems in various areas of the print medium structured to further develop students' visual sensibilities and conceptual and technical capabilities. Attention to the constraints inherent in each print area and analysis of award-winning designs. *Smiley.*

Com. 348-1 Typographic Design *4 sem. hrs.**Prereq.: Com. 345.*

A study of the history of typography for the printed page, focusing on the evolution of type design and page layout. Use of typesetting methods ranging from hand set to digital and desktop publishing, relating readability, legibility, and aesthetics to type design and use. *Smiley.*

[Com. 349-2 Advanced Photography *4 sem. hrs.*

Not offered in 1987-88.]

Prereq.: consent of the instructor.

Advanced and applied photography in black and white and color, with emphasis on craftsmanship, problem solving, and visual communications. Further emphasis is placed on developing the student's ability to apply creative thinking and contemporary techniques in executing meaningful and effective professional photographs for a wide variety of media and uses.

Com. 350-1, 2 Senior Project *4 sem. hrs.**Prereq.: concentration in communications.*

Each student creates a communications project and carries it from concept to final production. A variety of publishing and graphic arts projects are possible, along with slide shows, film, animation, videotape, photo essay, or advertising/public relations campaigns. *Members of the Department.*

Faculty

Deborah Smiley, M.F.A. Associate Professor of Graphic Arts and Chairman of the Department of Communications

Lynda A. Beltz, Ph.D. Professor of Communications

***Reginald L. Jackson, Ph.D.** Professor of Photo-communications
Robert F. White, M.S. Associate Professor of Communications
James P. Corcoran, M.P.A. Assistant Professor of Journalism
Angelynn Grant, M.A., M.F.A. Assistant Professor of Graphic Arts
Charles Herbert Ball, M.S. Lecturer on Journalism
Anne Rosenfeld, B.A. Special Instructor in Public Relations
Patricia Theodoros, B.A. Special Instructor in Public Relations
Alden Wood, B.S. Special Instructor in Editorial Procedures
Nancy Brown Carroll, B.A. Special Instructor in Communications and Internship Coordinator

Elizabeth Corse, B.A. Secretary for the Department of Communications

Associates, 1987-88

Richard Bartlett, Consultant and former Director of Publications, The Peabody Library at Harvard, Cambridge
Muriel Cohen, Education Specialist, *The Boston Globe*, Boston
Muriel Cooper, Director, Visible Language Workshop, Massachusetts Institute of Technology, Cambridge
Judith Downes, Executive Producer, McGuire and Downes Creative Services, Inc., Boston
Priscilla Duncan, Investor Relations Consultant, former Manager of Investor Relations, Cabot Corporation, Boston
Charles M. Helmken, Vice President of Special Projects, Council for the Advancement and Support of Education, Washington, D.C.
Floyd Kemske, Executive Editor, *Information Center*, Boston
Anderson Kurtz, Vice President, Personnel, Orion Research, Cambridge
Dianne Lathrop, Manager, Internal Communications, Polaroid Corporation, Cambridge
Alice Murphy Lavin, former Editor, *Pioneer*, New England Telephone Company, Boston
Sharon Merrill, President, Sharon Merrill Associates, Boston
Gail Milligan, Vice President, New England Newsclip, Framingham
Lea Peterson, Communications Consultant, William M. Mercer-Meidenger Inc., Boston

*On sabbatical leave entire year 1987-88.

Anne E. Rosenfeld, President, Public Information Resources, Inc., Boston
Robert Suarez, Manager, Special Projects, Raytheon Company, Lexington
Patricia Theodoros, Principal, Theodoros Associates, Marblehead
Jack Thomas, Television Critic, *The Boston Globe*, Boston
Constance Louise Tree, Consultant in Graphic Arts Development and Planning, Boston
Barbara Weidlich, Vice President, Custody and Shareholder Services, State Street Bank, Boston
Diane White, Columnist, *The Boston Globe*, Boston
Dietmar Winkler, Dean of Visual and Performing Arts, Southeastern Massachusetts University

Department of Economics

Concentration in Economics

Economics represents a distinct method of inquiry into human behavior and organization. Derived from this analysis is an understanding of the requirements for efficient resource allocation within an economy. Simmons' concentration in economics is designed to provide the student with a strong foundation in economic theory and with the opportunity to apply economic principles in a variety of contexts. An increasingly technological, industrialized, and interdependent society places a growing demand upon its members to understand its economic problems and processes. The concentration in economics provides the student with an excellent background for a variety of careers in industry, finance, and government. Moreover, the background provided prepares the student for graduate work in economics, law, business, and public policy.

In addition to providing the opportunity for a solid core study in economics, the Economics Department has a special emphasis in the general area of public policy. Specific policy areas covered by the Department's course offerings include the economics of public welfare and finance, health care economics, economics of industrial or-

ganization and regulation, and development/international economics. The student's particular course work in economics can frequently be complemented by course offerings in other departments and can be combined with an internship that is specifically designed to allow the student to apply her skills and learning in a professional environment.

Requirements

Principles of Economics, Eco. 101 and 102, are basic to all subsequent work in this field and should be taken no later than the second year by students considering a specialization in economics.

Mth. 108, Introductory Statistics (or the Mth. 138-139 sequence), is required of all concentrators. In addition to Eco. 101, 102, and Mth. 108, 24 semester hours of course work in economics are required for the concentration in economics, as follows:

Eco. 111 Intermediate Microeconomics
Eco. 112 Intermediate Macroeconomics
Eco. 114 Economic Models and

Quantitative Methods

Economics electives: 12 semester hours of additional courses.

Normally, concentrators will complete Eco. 111, 112, Mth. 108, and Eco. 114 by the end of the junior year. Eco. 117, Econometrics, is strongly recommended as a course elective for all students concentrating in economics. In addition, economics concentrators are advised that they must complete eight semester hours of independent study or internship after consultation with members of the Department. This requirement may be completed in other departments. However, students are encouraged to consider completing the independent study or internship within the Department of Economics.

Joint and Double Concentrations

Economics is complemented by a number of other fields of study in both the

liberal arts and sciences and in the professional areas. The Economics Department cooperates informally with the College's other social science departments in offering courses in the areas of public policy and international relations. A number of economics students declare double concentrations, a practice that the Department encourages. Concentrations that are particularly attractive in combination with economics are political science, international relations, mathematics, computer science, management, finance, and communications.

A formal joint concentration in economics and mathematics is offered jointly with the Department of Mathematics and administered by the Department of Economics. This specialization has arisen to meet the needs of economics students realizing the increased role of mathematics and statistics in economic analysis. Also, for those students with good mathematical aptitude who do not wish to specialize only in mathematics, the joint concentration in economics and mathematics provides the opportunity to develop a field of applied mathematics.

Joint Concentration in Economics and Mathematics

Requirements. Eco. 101 and 102, Principles of Economics, are basic to all subsequent work in economics and should be taken no later than the second year by all students considering the joint concentration in economics and mathematics. Students electing this joint concentration are required to complete the following additional courses:

Economics

Eco. 111 Intermediate Microeconomics
Eco. 112 Intermediate Macroeconomics
Eco. 117 Econometrics

Mathematics

Mth. 110 Calculus I
Mth. 111 Calculus II
Mth. 120 Calculus III
Mth. 121 Calculus IV
Mth. 124 Linear Algebra
Mth. 138 Probability Theory
Mth. 139 Mathematical Statistics

Also required is an independent study or internship of eight semester hours and at least two electives from the economics electives or from Mth. 136, Differential Equations, Mth. 130, Introduction to Real Analysis, or Mth. 146, Numerical Methods. In addition, Eco. 116, Mathematical Economics, is recommended.

Courses

Eco. 101-1 Principles of Macroeconomics

4 sem. hrs.

An introduction to the principles and policies determining output, employment, inflation, and growth in national economies. Analysis of the banking system, money creation, government expenditure, and taxation as forces directing aggregate economic activity. Lectures and discussion. *Members of the Department.*

Eco. 102-2 Principles of Microeconomics

4 sem. hrs.

The basic principles governing the behavior of individual firms and consumers in the microeconomy. An introduction to the primary laws of economics through a description of the price system under conditions of free competition, monopoly, and governmental regulation. Lectures and discussion. *Members of the Department.*

Eco. 111-1 Intermediate Microeconomics

4 sem. hrs.

Prereq.: Eco. 101, 102.

An intermediate course in the theory of consumer choice, producer choice, market structures, general equilibrium, and welfare economics. Special emphasis on the efficiency of market allocation of resources and the causes of market failure. *Chatterjee.*

Eco. 112-2 Intermediate Macroeconomics

4 sem. hrs.

Prereq.: Eco. 101, 102.

An intermediate course in the theory, measurement, and application of national income and employment concepts, with particular attention to the effectiveness of recent fiscal, monetary, and income policies in achieving price stability, full employment, and sustained economic growth. *Sawtelle.*

Eco. 114-2 Economic Models and Quantitative Methods

4 sem. hrs.

Prereq.: Eco. 101, 102, 111.

An overview of economic modeling and the quantitative methods most frequently employed in economic analysis. Use of mathematical tools to develop and interpret fundamental economic concepts. Specification and analysis of economic models of consumer and producer behavior, market equilibria, and national income determination. (Designed for economics concentrators, but not recommended for students in the Mathematics-Economics Program.) *Chatterjee.*

[Eco. 116-2 Mathematical Economics 4 sem. hrs.]

Not offered in 1987-88.]

Prereq.: Eco. 101, 102, 111; Mth. 110, 111; or consent of the instructor.

Economic theory and applications from the mathematical standpoint. Topics will be chosen from the areas of optimization, input/output analysis, general economic equilibrium theory, economic planning, welfare economics, social choice, and game theory.

Eco. 117-1 Econometrics 4 sem. hrs.

Prereq.: Eco. 101, 102, 111, 112, 114; Mth. 108; or consent of the instructor.

The observation and measurement of relationships among economic variables; development of principles and techniques of regression analysis, with a view toward testing hypotheses generated by economic theory and predicting the future behavior of economic variables; emphasis on constructing econometric models as well as testing their validity.

[Eco. 121-1 History of Economic Thought

4 sem. hrs. Not offered in 1987-88.]

Prereq.: Eco. 101, 102.

The historical development of economic thought of the Mercantilist, Physiocratic, Classical, Marxist, Marginalist, Austrian, Walrasian, Neoclassical, and Keynesian schools will be examined in terms of internal evolution, changing external conditions, and relevance to contemporary economics. Interdisciplinary in nature.

Eco. 131-1, 2 Money and Banking 4 sem. hrs.

Prereq.: Eco. 101, 102.

Analysis of the workings of the financial sector of the U.S. economy. Emphasis on the operations of financial institutions and financial markets, and on the role of monetary policy in influencing economic activity. Current developments in the monetary sector are used to illustrate the theoretical principles developed in the course. *Kuh.*

[Eco. 136-2 Public Finance 4 sem. hrs.

Not offered in 1987-88.]

Prereq.: Eco. 101, 102, or consent of the instructor.

An analysis of the effects of alternative means of financing government activity, i.e., an examination of different tax structures and the effects of public debt. Additional topics include public expenditure analysis (including cost-benefit analysis), redistribution of income, problems of collective decision making in a democracy, and fiscal federalism. *Sjogren.*

[Eco. 139-2 Government Regulation of Industry 4 sem. hrs.

Not offered in 1987-88.]

Prereq.: Eco. 101, 102, or consent of the instructor.

Analysis of the economic rationale, methods, effects, and potential reforms of governmental regulation of American industry. Specific topics include the regulations designed to control natural monopolies, to restrain competition, to assure the quality of consumer products, to protect the environment, and to improve occupational safety and health. *Basch.*

Eco. 141-1 Industrial Organization and Antitrust Policy 4 sem. hrs.

Prereq.: Eco. 101, 102, or consent of the instructor.

An analysis of how industrial organization affects the nature and extent of competition among business firms in the United States. Theoretical and empirical perspectives on the determinants of industry structure, on the links between industry structure and firms' conduct, and on the overall performance of American industry. Particular focus on those cases in which structure and conduct are purported to deviate significantly from conditions of perfect competition. Examination of antitrust policy as a means of improving the performance of American industry. *Basch.*

Eco. 142-2 Managerial Economics 4 sem. hrs.

Prereq.: Eco. 101, 102.

This course examines the application of economic analysis to managerial decisions concerning output, market performance, competitive behavior, and production efficiency in profit and non-profit enterprises. Quantitative techniques appropriate to demand estimation, price determination, market share strategies, and resource allocation are utilized in cost-benefit studies of management alternatives. Additionally, market and nonmarket regulations and public controls are considered in determining the economic environment in which managerial decisions are made. *Sawtelle.*

[Eco. 144-1 Economics of Health Care 4 sem. hrs.

Not offered in 1987-88.]

Application of economic principles to the analysis of the U.S. health care system. Topics include the consumption, financing, cost, delivery, and distribution of health care services. Particular emphasis on the role of public policy in the areas of financing, manpower, and cost containment. Does not fulfill the elective requirement of the economics concentration.

Eco. 146-2 Economics of Labor 4 sem. hrs.

Prereq.: Eco. 101, 102.

An analysis of the labor market, considering trends in employment, wage determination and productivity, the American labor movement, and collective bargaining under unionism. Special emphasis on the role of women in the labor market and on the role of public policy in improving equity and efficiency in American labor markets. *Sjogren.*

Eco. 176-2 Economic Development 4 sem. hrs.

Prereq.: Eco. 101, 102.

Stagnation and growth in emerging economies. The relation of natural resources, population, saving, and capital formation to balanced and unbalanced growth in closed and open systems. Special emphasis on the role of centralized and decentralized decision making in the development process.

Eco. 181-1 International Economics 4 sem. hrs.

Prereq.: Eco. 101, 102.

Causes of trade between countries and the effects of trade on the allocation of resources, income distribution, growth and development, and economic welfare. Balance of payments adjustments, exchange rate regimes, and fiscal and monetary policy in an international context. International trade and monetary institutions. *Chatterjee.*

Eco. 185-2 New International Economic Order

4 sem. hrs.

Prereq.: Eco. 101, 102.

An historical perspective on the relationship of the U.S. economy to the world economy and the emergence of the New International Economic Order. Topics include the economic development of the Third World; the role of multinational corporations, OPEC, and Eurodollar markets; and the current problems concerning gold, inflation, the international debt, and the value of the U.S. dollar.

Eco. 250-1, 2 Independent Study

4 sem. hrs.

Prereq.: consent of the Department.

Members of the Department.

Eco. 260-1, 2 Directed Study: Readings and Research

4 sem. hrs.

Prereq.: consent of the Department.

Members of the Department.

Eco. 270-1, 2 Internship Program

8 or 16 sem. hrs.

Prereq.: consent of the Department.

This program is designed to provide the student with a supervised research experience, usually away from the College. The internship makes available a learning experience that is both an alternative to and complementary with formal classroom instruction, and is seen as facilitating the transition between theory and practice. Internship sites include private and public institutions and agencies; placements are determined by the academic background and interests of individual students. Normally, the student will have completed all other concentration requirements prior to an internship. *Basch.*

Faculty

Donald L. Basch, Ph.D. Associate Professor of Economics and Acting Chairman of the Department of Economics

Barbara A. Sawtelle, Ph.D. Associate Professor of Economics

***Harriet G. Tolpin, Ph.D.** Associate Professor of Economics

Jane Sjogren, Ph.D. Visiting Associate Professor of Economics

E. Thomas Kuh, M.A. Instructor in Economics

Gautam Chatterjee, M.A. Adjunct Assistant Professor

Rita Oriani Secretary for the departments of Economics, Political Science, and Sociology

*On sabbatical leave entire year 1987-88.

Department of Education and Human Services

The Department of Education and Human Services offers two professional programs: 1) preparation for teaching in mainstream classes and in special needs classes; and 2) preparation for work in human service agencies. The independent learning requirement is fulfilled by student teaching, Edu. 250, Edu. 288, or HSv. 270.

Mainstream Teacher Program

This program provides comprehensive teacher training which, in addition to preparation in traditional subject areas, includes skills for working with special needs students mainstreamed into regular classes.

The program prepares teachers at the following levels:

Early childhood teacher (grades K-3)

Elementary teacher (grades 1-6)

Middle or high school teacher in subject matter fields (grades 5-9, 9-12).

The Mainstream Teacher Program has been designed to comply with Massachusetts certification requirements, effective September 1, 1982, and is a member of the Interstate Certification Compact, with certification reciprocity in many states. See the Department Chairman for specific certification information.

Program Descriptions

Concentrators are required to complete the following sequence of courses:

Phase I. Fundamentals of Education in the Mainstream Classroom (Common Core)

Phase II. Subject Matter Field(s)

Phase III. Professional Preparation

Phase I. Fundamentals of Education in the Mainstream Classroom (Common Core)

The following courses are required for all concentrators:

- Edu. 156-1 Schools in an Era of Change, 4 sem. hrs.
- Edu. 357-2 Cultural Foundations of Education, 4 sem. hrs.
- Edu. 360-1 Teaching Strategies in the Mainstream Classroom, 4 sem. hrs.

Phase II. Subject Matter Field(s)

Courses are chosen from the arts and sciences appropriate to the student's specialization. Requirements for each level are described below.

Phase III. Professional Preparation

The student chooses curriculum and methods courses, field work, and student teaching appropriate to her level as designated below.

Early Childhood Teacher (Grades K-3)

This program is designed for those who wish to be prepared to teach children in preschool settings, as well as to be certified to teach in schools between kindergarten and third grade. In addition to the courses listed above as Phase I, Fundamentals of the Education in the Mainstream Classroom (Common Core), students are required to take subject matter courses in Phase II (below), and complete the Education concentration (40 sem. hrs.) in Phase III, Professional Preparation. This program will be phased out with the class of 1989.

Phase II. Subject Matter Field(s) The Early Childhood Teacher must be broadly familiar with child development, learning theory, language acquisition, the arts, mathematics, science, social studies, health, and physical education. In order to comply with these requirements, students must plan their academic program carefully with an adviser in the Department of Education.

Distribution of courses in liberal arts and sciences, by advisement:

- Two-three courses in child development, 8-12 sem. hrs.
- One course in art or music, 4 sem. hrs.
- One course in science (usually biology or chemistry), 4 sem. hrs.
- One health-related course, 4 sem. hrs.
- Two or more courses in the social sciences by advisement, 8 sem. hrs.
- One course in American history, 4 sem. hrs.

Phase III. Professional Preparation. The following courses are required:

- Edu. 138 Methods and Materials in Early Childhood Education, 4 sem. hrs.
- Edu. 364 Methods of Teaching Early Childhood and Elementary Reading and Language Arts, 4 sem. hrs.
- Edu. 367 Curriculum and Methods of Teaching Mathematics at Early Childhood and Elementary Levels, 4 sem. hrs.
- Edu. 380 Student Teaching: Early Childhood, 16 sem. hrs.

It is strongly recommended that students also take the following courses:

- Edu. 108 Issues in Preschool Education, 4 sem. hrs.
- Edu. 366 Children's Literature, 4 sem. hrs.
- One course in American history, 4 sem. hrs.
- One course in Afro-American studies, 4 sem. hrs.

Elementary Teacher (Grades 1-6)

In addition to the sequence of courses in Phase I, Fundamentals of Education in the Mainstream Classroom (Common Core), students are also required to take courses in Phase II, Subject Matter Field(s), and Phase III, Professional Preparation, to complete the concentration in Education (40 sem. hrs.) and meet State regulations. Elementary teachers must demonstrate competence in all areas of the elementary school curriculum as well as 16 semester hours in one subject specialty. These subject areas are language arts, mathematics, science, social studies, the arts, health, and physical education. Students must plan their course selection in Phase II with an adviser in the Education Department in order to comply with State regulations, and to meet all-College requirements.

Phase II. Subject Matter Field(s). The following courses are required:

One course in literature, 4 sem. hrs.

One course in science (usually biology or chemistry), 4 sem. hrs.

One course in mathematics at the appropriate level, 4 sem. hrs., or completion of the math competency requirement.

One course in American history, 4 sem. hrs.

One course from among those listed under Afro-American Studies, 4 sem. hrs.

One course in art or music, 4 sem. hrs.

Ntr. 111 or demonstrated competency in health issues.

Two or three additional courses in literature, art or music, science, math, or the social sciences to complete a total of 16 sem. hrs. in one area.

It is strongly recommended that students also take Chm. 101 or a course in computer science, as well as Edu. 366, Children's Literature.

Phase III. Professional Preparation. The following courses are required:

Psy. 135 Developmental Psychology, 4 sem. hrs.

Edu. 361 Methods and Materials in Elementary Curriculum, 4 sem. hrs.

Edu. 364 Methods of Teaching Early Childhood and Elementary Reading and Language Arts, 4 sem. hrs.

Edu. 367 Curriculum and Methods for Teaching Mathematics at the Early Childhood Elementary School Levels, 4 sem. hrs.

Edu. 382 Student Teaching: Elementary Education, 16 sem. hrs.

Middle School Teacher (Grades 5-9) or High School Teacher (Grades 9-12) in Subject Matter Fields

Students may prepare to teach at the middle school or high school level by having a double concentration in education (40 sem. hrs.) and in a subject matter area taught in public schools. In addition to the sequence of courses in Phase I above, students are required to take the courses in Phases II and III below.

Phase II. Subject Matter Field(s). Special subject teachers at the high school and middle school levels must complete the requirements for a concentration in their subject matter fields. In some areas, additional and/or specific courses are required by State regulations. Students must consult an adviser in the Education Department while planning their academic concentration.

Teacher of biology: A concentration in biology is required. (Students concentrating in nutrition must do additional work in biology.)

Teacher of English: A concentration in English is required, including a course in linguistics.

Teacher of history: A concentration in history, including one or more courses in ancient history, is required.

Teacher of general sciences—middle school only (grades 5-9): Thirty-six semester hours in the sciences is required. Students should plan their academic program with an adviser in the Department of Education in order to complete State regulations, College requirements, and a departmental concentration.

Teacher of modern foreign language: A concentration in a foreign language is required. Twenty semester hours must be above the level of language instruction, and advanced composition and conversation, or stylistics must be included. Students must demonstrate fluency as determined by the Department of Foreign Languages and Literatures before student teaching. In addition, Massachusetts certification includes a state-administered fluency test upon program completion.

Teacher of mathematics: A concentration in mathematics is required.

Teacher of mathematics and science—middle school only (grades 5-9): A concentration in mathematics or science is required. Additional course work in math or science must be taken. Students should plan their academic program with an adviser in the Department of Education in order to complete State regulations, College requirements, and a departmental concentration.

Teacher of social studies: A concentration in history, political science, economics, or sociology is required. The following courses must be taken, either as part of the chosen concentration or in addition to it:

Two American history courses, 4 sem. hrs. each.

Pols. 102 Introduction to International Politics, 4 sem. hrs. or other demonstration of competency in geography

Eco. 101, 102 Principles of Economics, 4 sem. hrs. each.

Soc. 101 Principles of Sociology, 4 sem. hrs.

One additional course in sociology, 4 sem. hrs.

Teacher of behavioral sciences: A concentration in either psychology or sociology is required. The psychology concentrator must take the following additional courses:

Soc. 101 Principles of Sociology, 4 sem. hrs.

Soc. 202 Cultural Anthropology, 4 sem. hrs.

Two courses in history, 4 sem. hrs. each.

For the sociology concentrator:

Two courses in history, 4 sem. hrs. each.

Phase III. Professional Preparation: The following courses are required:

Psy. 236 Psychology of Adolescence, 4 sem. hrs.

Edu. 355 Professional Issues for Middle and High School Teachers, 4 sem. hrs.

One course in curriculum and methods of teaching a special subject area in middle and high schools, 4 sem. hrs.

Edu. 383 Student Teaching: Middle School, 16 sem. hrs. or

Edu. 384 Student Teaching: High School, 16 sem. hrs.

Severe Special Needs Program

The undergraduate concentration in severe special needs prepares teachers to work with those learners whose developmental deviations are so pronounced that they rarely, if ever, follow the regular education curriculum. Students are

prepared to teach in "self-contained" special education classes in regular public schools or special residential or day schools, and to support the integration of severely impaired learners into the community, school, and workplace. Students are prepared to teach functional age-appropriate skills to learners in elementary, middle, and high school settings, and will have field experience at all three levels. These skills range from manual communication, self-help skills, and proper social behavior to survival reading, simple computation, and specific job skills.

Students who choose this program are encouraged to have a broad education in the liberal arts, and may choose a double concentration in psychology, sociology, or other related fields.

The usual sequence of courses is as follows:

Freshman and Sophomore Year

Psy. 101	Introduction to Psychology, 4 sem. hrs.
Psy. 235	Developmental Psychology, 4 sem. hrs.
Edu. 135	Handicapping Conditions, 4 sem. hrs.
Edu. 360	Teaching Strategies in the Mainstream Classroom, 4 sem. hrs.

Junior Year

Fall Semester

*Edu. 342	Analysis of Behavior: Principles of Classroom Applications, 4 sem. hrs.
*Edu. 343	Development of the Employability Plan and Issues in the Education of the Severely Impaired Learner, 4 sem. hrs.

Spring Semester

Edu. 329	Speech and Language: Normal and Abnormal (2 sem. hrs.)
----------	--

*Edu. 346	The Young Child with Severe Special Needs (2 sem. hrs.)
-----------	---

Senior Year

Fall Semester

*Edu. 347	Development of Functional Curricula, 4 sem. hrs.
-----------	--

*Edu. 348	Analysis of Community Resources, 4 sem. hrs.
-----------	--

Spring Semester

Edu. 368	Student Teaching, 16 sem. hrs.
----------	--------------------------------

In accordance with state requirements, the Simmons Special Education Program is competency based. For this reason, transfer credit for course work completed at other institutions will not be granted automatically. A student's competence in course work completed elsewhere will be evaluated by the Simmons departmental faculty.

Students completing the concentration in severe special needs will be eligible for Massachusetts Board of Education certification as Teacher of Children with Severe Special Needs, all levels.

Moderate Special Needs Program

The undergraduate program in moderate special needs prepares teachers to work with children who require instruction and services outside of the regular classroom for a portion of their day (N-9). These services are usually provided in a resource room setting or special classroom. The program prepares the teacher to provide each learner with the necessary skills to participate in a regular education classroom and the community to the fullest possible extent.

The undergraduate moderate special needs program is taken concurrently with the program in early childhood or elementary education. These students

*Includes field work

must meet all the regular education requirements. Careful planning is necessary in order to meet all the requirements for Simmons College graduation and state certification. This program is available through the class of 1988. Thereafter, interested students should consider the Severe Special Needs Program.

Integrated Bachelor's-Master's Program

This curriculum is planned for 1) students who are not education concentrators, but wish to acquire teaching credentials; and 2) students who are education concentrators, but wish to combine areas of concentration within the Department (such as elementary education and human services).

The program can be completed in five years, or less if a student gains credits by attending summer school or taking five courses during one or more semesters. Programs are individually arranged to meet students' specific needs. Preferably students should apply no later than the first semester of their junior year. The two degrees are awarded concurrently after completion of the full program.

Requirements. Completion of 36 credits beyond the 128 needed for the B.A. All program requirements for both degrees must be met within the total requirement of 164 credits. See page 153, Master of Arts in Teaching (M.A.T.) Program, for a description of the fifth-year requirements.

Graduate Programs in Education. For information about the M.A.T. program and the Severe Special Needs Program, see page 153. For information about the Unified Media Specialist Program, please consult the catalog for the Graduate School of Library and Information Science.

Human Services Program

This program is designed for students who wish to work in either public or private human service organizations. It consists of core requirements, electives to be planned with the adviser, and an internship in the senior year. A total of 44 semester hours is required.

I. Core requirements:

HSv. 130	Introduction to Human Services, 4 sem. hrs.
Edu. 135	Handicapping Conditions: Needs, Laws, and Rights, 4 sem. hrs.
HSv. 137	Growth and Change in Individuals and Families, 4 sem. hrs.
His. 119 <i>or</i>	History of the Family, 4 sem. hrs.
Soc. 264	Family and Society, 4 sem. hrs.
HSv. 212	Human Service Advocacy, 4 sem. hrs.
HSv. 231	The Family, Public Policy, and Social Agencies, 4 sem. hrs.

II. Program electives:

In consultation with her adviser, a student will choose three additional electives that reflect her particular interests, one of which must be in Afro-American Studies or another minority culture.

III. Internship:

HSv. 270 Internship in Human Services, 8 sem. hrs.

Sociology-Human Services Double Concentration

The double concentration in sociology and human services is designed to combine the study of social behavior and society with the study of social service issues related to the delivery of human services in contemporary society. See page 132 for further information.

Courses

Mainstream Teacher Program

Phase I: Fundamentals of Education in the Mainstream Classroom

Edu. 156-1 Schools in an Era of Change

4 sem. hrs.

A look at today's classrooms as they serve a heterogeneous population of multiracial, multi-cultural, bilingual, and special needs learners. Topics include mainstreaming; the use of standardized tests; the role of the regular educator in the IEP process; the impact of computer technology; and the school as a social organization and an agent of change in society. Computer use and field work are required. *Dunn*.

Edu. 357-2 Cultural Foundations of Education

4 sem. hrs.

Study of the development of Western educational thought, focusing upon the works of Plato, Locke, Rousseau, and Dewey. The historical role of the school in American society. School and community-based research about current controversies in education. *Smith*.

Edu. 360-1 Teaching Strategies in the Mainstream Classroom 4 sem. hrs.

Students will examine a variety of teaching strategies applicable to students in heterogeneous classrooms; techniques of observation and measurement; development of basic competency systems; and specific classroom and behavior management procedures. Students will learn principles of applied behavior analysis, looking specifically at classroom applications. Field work required. *Van Deusen*.

Phase II: Subject Matter Field(s). These courses are chosen from the arts and sciences appropriate to the student's specialization.

Phase III: Professional Preparation

A. Curriculum and Methods

Edu. 108-2 Issues in Preschool Education

4 sem. hrs.

A comprehensive view of day care designed to develop an understanding of various day-care programs and child-care arrangements. Critical evaluation of existing programs for young children in regard to philosophy, facilities, teaching styles, and program management. Weekly seminar on individual observations made in programs in the area serving infant and preschool-aged groups from a variety of ethnic and cultural backgrounds.

Edu. 138-1 Methods and Materials in Early Childhood Education 4 sem. hrs.

Prereq.: Phase I courses; two-three courses in child development.

A thorough exploration of the subject matter of early childhood programming (aged 3-8), with a focus on the importance of preparing materials and learning techniques to advance the physical, emotional, and cognitive development of young children. Emphasis is on adapting materials and methods to the needs of each child, including those with special needs. Topics to be explored include room arrangement and adaptations, equipment uses, sensory and creative experiences, dramatic play, and language arts. Participation in special workshops and field placement required. *Newsome*.

Edu. 355-1 Issues in Teaching and Learning for Middle and High School Teachers 4 sem. hrs.

Prereq.: Phase I and taken concurrently with subject area methods course.

Considers professional issues for teachers at the middle or high school levels: learning style research, mastery learning; analysis of school structure; school reform; the selection and use of materials, media, and teaching techniques appropriate to the age, developmental stage, special needs, social, racial, and linguistic backgrounds of learners; and the development of a sequenced basic skills competencies in a mainstream, middle, or high school classroom. Students will apply observational techniques in actual school settings. *Dunn*.

Edu. 361-2 Methods and Materials in Elementary Curriculum 4 sem. hrs.

Prereq.: Phase I.

This course considers methods and materials for elementary curriculum in social studies, science, music, and art, with emphasis on the unit approach to curriculum organization. It will incorporate the use of audiovisual materials, and examine the experimental model and techniques of observation. Field experience required in a mainstreamed classroom. *Sugarman*.

Edu. 364-1 Methods of Teaching Early Childhood and Elementary Reading and Language Arts 4 sem. hrs.

Prereq.: Phase I.

Procedures for assessment and instruction in the specific components of reading: readiness skills, decoding strategies, oral reading, and comprehension skills. Grouped and individualized classroom teaching formats will be examined. Evaluation of standardized reading tests, commercial teaching materials, and computer software. Also includes procedures for teaching children appreciation of and a critical approach to literature, poetry, and creative expression. Techniques for serving mainstreamed learners will be integrated into all course topics. Three hours or more a week in fieldwork is required. *Guttentag.*

Edu. 366-1, 2 Children's Literature 4 sem. hrs.
A broad overview of the field of children's literature, including historical and contemporary considerations, criticism, and representative works from major genres. *Bloom.*

Edu. 367-1 Curriculum and Methods of Teaching Mathematics at the Elementary School Level 4 sem. hrs.

Prereq.: Phase I.

Consideration of the basic topics of elementary mathematics from contemporary viewpoints. Through lectures and laboratory work, the course reinforces mathematics learning. Examination of varying pupil responses and techniques of instruction. Experience in construction of curriculum units. Field experience in a mainstreamed classroom required for implementation of basic skills competency.

Edu. 371-1 Curriculum and Methods of Teaching English at the Middle or High School Level 4 sem. hrs.

Prereq.: Phase I and taken concurrently with Edu. 355.

Consideration of issues in the teaching of English on the high school and middle school levels. Selection and justification of content, models of curriculum design, lesson and unit planning, history and structure of English language, and language acquisition theories as applied to teaching. Observing and aiding experiences in mainstreamed English classrooms at the middle or high school level will be an important part of the course. *Hamlen.*

Edu. 372-1 Curriculum and Methods of Teaching Modern Foreign Languages at the High School or Middle School Level 4 sem. hrs.
Prereq.: course in advanced composition or stylistics, Phase I, and taken concurrently with Edu. 355.

Consideration of major pedagogical issues in teaching a modern foreign language with specific attention to theories of language acquisition; the development of listening, speaking, reading, and writing skills; selection and justification of content; models of curricular design; and construction of lesson plans and units. Observing and aiding experiences in mainstreamed language classrooms will be an important part of the course.

Edu. 374-1 Curriculum and Methods of Teaching History and the Social Sciences at the High School or Middle School Level 4 sem. hrs.

Prereq.: Phase I and taken concurrently with Edu. 355.

Consideration of major pedagogical issues in teaching history and the social sciences (economics, government, psychology, and sociology), with specific attention to selection and justification of content, models of curriculum design, modes of inquiry, and construction of lesson plans and units. Observing and aiding experiences in mainstreamed social studies classrooms in a middle school or high school class will be an important part of the course. *Chaet.*

Edu. 376-1 Curriculum and Methods of Teaching Sciences at the High School or Middle School Level 4 sem. hrs.

Prereq.: Phase I and taken concurrently with Edu. 355.

An introduction to middle and high school science teaching: its specific problems, instructional materials, and teaching techniques. An important component of the course will be observing and aiding mainstreamed science classes in the schools. *Fischer.*

Edu. 378-1 Curriculum and Methods of Teaching Mathematics at the High School or Middle School Level 4 sem. hrs.

Prereq.: Phase I and taken concurrently with Edu. 355.

Contemporary issues and problems in the teaching of mathematics on the middle and high school levels. Exploration of various curriculum projects and materials, their origins, rationales, and uses. Emphasis on the role of the teacher as a generator of knowledge and curriculum, as well as the formulator of instruction. Field experience in a mainstreamed classroom at the middle or high school level will be an important part of the course. *Ruop.*

B. Student Teaching

All student teaching will take place within the greater Boston area. Students are responsible for arranging and paying for transportation to and from schools and for making housing arrangements with the College during spring recess.

In those courses required to meet state standards, the Department expects that level of academic distinction that will enable the students to be recommended for student teaching.

Edu. 288-1, 2 Seminar and Field Work in Elementary or Secondary Education

16 sem. hrs.

Enrollment: limited and with consent.

Special emphasis on alternative career choices in education. *Members of the Department.*

Edu. 368-2 Student Teaching: Severe Special Needs

16 sem. hrs.

Each student is assigned full-time teaching responsibilities, under supervision, in a public school with learners with severe special needs. Students will be responsible for implementing at least four service/employability plans reflecting a functional, community-referenced curriculum. Papers and attendance at weekly seminar required.

Edu. 380-2 Student Teaching: Early Childhood

16 sem. hrs.

Prereq.: consent of the Department.

Each student is assigned teaching responsibilities, under supervision, in a kindergarten, first, second, or third grade. Students who also desire student teaching experience at the preschool level have the option of a split practicum in which eight weeks are spent teaching in a preschool setting and eight weeks in a first, second, or third grade. Students will be required to demonstrate service to learners of varying developmental levels. Papers and attendance at weekly seminars required. *Guttentag.*

Edu. 382-2 Student Teaching: Elementary School

16 sem. hrs.

Prereq.: consent of the Department.

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed elementary classroom in the metropolitan Boston area. In addition to planning and implementing daily class lessons, students will be expected to develop curriculum materials and to demonstrate service to students who fall short of classroom instructional objectives. Papers and attendance at weekly seminars required. *Guttentag.*

Edu. 383-2 Student Teaching: Middle School

16 sem. hrs.

Prereq.: consent of the Department.

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed middle school classroom (in her area of concentration) in the metropolitan Boston area. In addition to planning and implementing daily class lessons, students will be expected to develop curriculum materials and to demonstrate service to students who fall short of classroom instructional objectives. Papers and attendance at weekly seminars required. *Guttentag.*

Edu. 384-2 Student Teaching: High School

16 sem. hrs.

Prereq.: consent of the Department.

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed high school classroom (in her area of concentration) in the metropolitan Boston area. In addition to planning and implementing daily class lessons, students will be expected to develop curriculum materials and to demonstrate service to students who fall short of classroom instructional objectives. Papers and attendance at weekly seminars required. *Guttentag.*

Edu. 390-2 Special Education Practicum

8 sem. hrs.

Prereq.: Edu. 341; and either Edu. 380 or 382.

The special education practicum consists of an eight-week placement in either a resource room or substantially separate special education classroom in a public school setting. Students will student teach for five full days a week, will be supervised weekly, and will attend a biweekly two-hour seminar. *Guttentag.*

Edu. 468-2 Practicum: Severe Special Needs

12 sem. hrs.

Each student is assigned teaching responsibilities, under supervision, in a public school classroom with learners with severe special needs. Students are responsible for implementing at least four service/employability plans reflecting a functional, community-referenced curriculum. Papers and attendance at weekly seminar required.

Edu. 470-1, 2 Student Teaching: Elementary Education

12 sem. hrs.

See description for Edu. 382. *Guttentag.*

Edu. 471-1, 2 Student Teaching: Early Childhood 6-12 sem. hrs.

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed classroom at the kindergarten to third-grade level. In addition to demonstrating effective classroom management procedures and implementing daily class lessons, students will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who are below the expected classroom instructional level. A minimum of 150 clock hours is required, as well as attendance at weekly seminars. *Guttentag*.

Edu. 474-1, 2 Student Teaching: Elementary Education 6-8 sem. hrs.

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed classroom at the first-grade to sixth-grade level. In addition to demonstrating effective classroom management procedures and implementing daily class lessons, students will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who are below the expected classroom instructional level. A minimum of 150 clock hours is required, as well as attendance at weekly seminars. *Guttentag*.

Edu. 475-1, 2 Student Teaching: Middle School 6-8 sem. hrs.

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed classroom at the fifth-grade to ninth-grade level. In addition to demonstrating effective classroom management procedures and implementing daily class lessons, students will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who are below the expected classroom instructional level. A minimum of 150 clock hours is required, as well as attendance at weekly seminars. *Guttentag*.

Edu. 476-1, 2 Student Teaching: High School 12 sem. hrs.

See description for Edu. 384. *Guttentag*.

Edu. 477-1, 2 Student Teaching: Middle School 12 sem. hrs.

See description for Edu. 383. *Guttentag*.

Edu. 478-1, 2 Student Teaching: High School 6-8 sem. hrs.

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed classroom at the ninth-grade to 12th-grade level. In addition to demonstrating effective classroom management procedures and implementing daily class lessons, students will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who are below the expected classroom instructional level. A minimum of 150 clock hours is required, as well as attendance at weekly seminars. *Guttentag*.

Edu. 480-1, 2 Internship: Elementary

6-8 sem. hrs.

Each intern is assigned teaching responsibilities, under supervision, in a mainstreamed classroom at the first-grade to sixth-grade level. In addition to demonstrating effective classroom management procedures and planning and implementing daily class lessons, interns will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who fall short of classroom instructional objectives. A minimum of 300 clock hours is required, as well as attendance at weekly seminars.

Edu. 481-1, 2 Internship: Middle School

6-8 sem. hrs.

Each intern is assigned teaching responsibilities, under supervision, in a mainstreamed classroom at the fifth-grade to ninth-grade level. In addition to demonstrating effective classroom management procedures and planning and implementing daily class lessons, interns will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who fall short of classroom instructional objectives. A minimum of 300 clock hours is required, as well as attendance at weekly seminars.

Edu. 482-1, 2 Internship: High School

6-8 sem. hrs.

Each intern is assigned teaching responsibilities, under supervision, in a mainstreamed classroom at the ninth-grade to 12th-grade level. In addition to demonstrating effective classroom management and procedures and implementing daily class lessons, students will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who fall short of classroom instructional objectives. A minimum of 300 clock hours is required, as well as attendance at weekly seminars.

Edu. 488-1, 2 Seminar or Field Work in Elementary or Secondary Education

12 sem. hrs.

See description for Edu. 288. *Guttentag*.

Electives in Education

Edu. 108 Issues in Preschool Education

4 sem. hrs.

See description on page 57.

Edu. 135-1,2 Handicapping Conditions: Needs, Laws, and Rights 4 sem. hrs.

See description on page 62.

Edu. 199-1, 2 Individual Study 4 sem. hrs.

By arrangement with individual members of the Department.

Edu. 250-1, 2 Independent Study 4 sem. hrs.

By arrangement with individual members of the Department.

[Edu. 316-1 Sexism, Racism, and Problems of Multi-Ethnicity in the Schools 4 sem. hrs.]

Exploration of existing conditions in school that encourage stereotyping in regard to sex, class, ethnicity, and race. Study of curricula, print materials, counseling, professional activities, personnel practices, and community expectations. Survey of the literature, court decisions, and legislation in these areas.

Edu. 450-1, 2 Independent Study 4 sem. hrs.

For graduate students only, by arrangement with individual members of the Department.

Edu. 460-1, 2 Individual Study 4 sem. hrs.

For graduate students only, by arrangement with individual members of the Department.

Special Education Courses

Edu. 329-2 Speech and Language: Normal and Abnormal 2 sem. hrs.

A consideration of language development from birth to adolescence, with emphasis on the diagnosis and referral of communication disorders in moderate and severely impaired learners. Some introduction to manual and total communication approaches. *Griffin.*

[Edu. 341-2 Identifying Eligible Learners and Implementing Individual Plans 4 sem. hrs.]

Not offered in 1987-88.]

Prereq.: Phase I; Psy. 135; Edu. 364 and 367.
Instruction in 1) developing a set of sequenced competencies for use in identifying eligible special needs learners; 2) evaluating special education materials and strategies for teaching the basic skills of reading, math, and communication; 3) applying the skills of applied behavior analysis, and developing and implementing educational plans in the field setting. A minimum of six hours a week in a special needs resource room is required. *Guttentag.*

Edu. 342-1 Analysis of Behavior: Principles and Classroom Applications 4 sem. hrs.

Introduction to behavior modification and operant techniques, including clarification of more commonly used terms, with specific reference to application in the classroom. Overview of procedures and practices that have been successful in schools, communities, and work settings. Field work required. *Howard.*

Edu. 343-1 Development of the Employability Plan and Issues in the Education of the Severely Impaired Learner 4 sem. hrs.

An examination of the needs and rights of severely handicapped learners as they relate to education, employment, and community service. Emphasis will be on the development of an "Employability Plan" component for the IEP. Exemplary programs will be examined, and the current relevant literature will be reviewed. *Fleming.*

Edu. 346-2 Young Child with Severe Special Needs 2 sem. hrs.

An examination of issues unique to the delivery of service to young children with severe special needs, including assessment strategies, teaching/learning procedures, materials, and parent/professional relations. Field work with primary/elementary-aged learners is required. *Fleming.*

Edu. 347-1 Development of Functional Curricula for the Severely Impaired Learner 4 sem. hrs.

Development of curriculum and teaching/learning procedures to utilize "natural environments" in the domestic, vocational, recreational, and community domains. Emphasis will be on analyzing tasks, sequencing behavioral objectives, and designing criterion-referenced assessment procedures. Field work required. *Van Deusen.*

Edu. 348-1 Analysis of Community Resources and Development of the Trainer Advocate Role 4 sem. hrs.

An examination of the employment opportunities and support services available to severely impaired citizens in specific targeted communities. Trainees will conduct "job inventories" in local industry and analyze the prerequisite skills in such areas as functional academics, language, hygiene, motor skills, interpersonal skills, transportation, and money management. Field work required. *Fleming.*

Edu. 391-2 Development of Functional Curricula for the Moderately Impaired Learner 4 sem. hrs.

Prereq.: Edu. 341; and either Edu. 380 or 382. The development of functional curricula in the community; recreational, domestic, and vocational domains to prepare the moderately impaired individual to live and work in the least restrictive environments possible. Emphasis on self-help skills, leisure time activities, and employability training. Field work in a substantially separate classroom.

Edu. 392-2 Integrative Seminar in Moderate Special Needs 2 sem. hrs.

Prereq.: Edu. 341; and either Edu. 380 or 382. Selected topics examined include 1) working with parents of special needs learners, 2) working with learners with social-emotional problems, and 3) studying models of special education service delivery. *Van Loon.*

Edu. 412-2 Implementation of Service/Employability Plans for Learners with Severe Special Needs 4 sem. hrs.

Students develop and implement a community-referenced curriculum for learners with severe special needs. Students explore issues in normalization and the integration of severely disabled learners into the school and community, and develop and present a training workshop on this subject. Field work required. *Van Deusen.*

Edu. 413 Applied Research in the Education of Learners with Severe Special Needs 4 sem. hrs. Students plan, implement, and write in publishable format a research project demonstrating the delivery of effective service to learner(s) with severe special needs. *Fleming.*

Edu. 424 Analysis of Behavior for Regular Classroom Teachers 2 sem. hrs.

Behavioral techniques based on learning theory, focusing on ameliorating deficit academic and social behaviors by building on behaviors that are existing strengths for the student. The course will include practical application techniques. *Fleming.*

Edu. 425 Cooperative Learning Strategies 2 sem. hrs.

This course will focus on methods for systematically using cooperative learning strategies. Teachers will learn how to organize and instruct heterogeneously grouped students to facilitate positive peer interactions and to increase academic skills. A major focus will be on using these techniques to facilitate mainstreaming of special needs learners. *Van Deusen.*

Edu. 442 Individualizing Instruction 2 sem. hrs.

This course is designed for regular classroom teachers. Skills necessary for a performance-based evaluation, culminating in an individualized educational plan, will be developed. These will include observing and recording behavior, writing behavioral objectives in sequence, and designing and implementing teaching/learning procedures. Students will be required to serve one learner. *Guttentag.*

[Edu. 472 Internship I 8 sem. hrs. Not offered in 1987-88.]

Development of Employability Plans for five learners utilizing "natural environments" and developing work opportunities. Includes training regular educators to support the mainstreaming efforts. *Van Deusen, Fleming.*

[Edu. 473 Internship II 8 sem. hrs. Not offered in 1987-88.]

Implementation of Employability Plans, including role of trainer advocate in competitive employment site. Includes development of community resources to maintain client in as normalized an environment as possible. Program management and evaluation procedures are presented. *Van Deusen, Fleming.*

Human Services

HSv. 130-1, 2 Introduction to Human Services 4 sem. hrs.

Introduction to the human services profession. History of public assumption of responsibility for the delivery of human services. Study of the nature and sources of prejudice. Investigation of the needs and rights of underserved people in American society. Exploration of attitudes of government, the public, and clients toward the nature and effects of poverty. *Ward.*

Edu. 135-1, 2 Handicapping Conditions: Needs, Laws, and Rights 4 sem. hrs.

Provides an overview of major areas of mental and physical disability and explores some of the issues facing handicapped citizens in today's society. Topics include a survey of handicapping conditions, a history of the treatment of handicapped individuals, recent legislation and litigation affecting handicapped citizens, the principle of normalization, and issues involved in integrating handicapped citizens into the mainstream of society. This course is intended for individuals entering any field in which they anticipate working with people in management, health, and/or service areas. *Van Deusen.*

HSv. 137-2 Growth and Change in Individuals and Families 4 sem. hrs.

Study of women and men in their work and family environments as they develop from youth to old age. Stress on the study of formal and informal social support systems as they apply to adults. *Ward.*

HSv. 212-2 Human Service Advocacy

4 sem. hrs.

Prereq.: HSV. 130.

Focus on advocacy as a strategy for gaining the rights to which individuals and groups are entitled. How advocacy groups affect public policy decisions. Theory of change as it relates to case and class advocacy. The processes of legislation and litigation in human rights fields. Group project and class presentation. Weekly field work required in a human service agency. Guest speakers. *Smith.*

HSv. 231-1 The Family, Public Policy, and Social Agencies

4 sem. hrs.

Prereq.: HSV. 130.

Exploration of the relationship among public policy, social service agencies, and the family. Critical examination of the impact of the economy, political climate, technology, and education on formulation of public policy and the effects of these policies on families. Case studies and visits to agencies. Weekly field work required. *Ward.*

HSv. 270-2 Internship in Human Services

8 sem. hrs.

Seniors who have met core requirements will spend two days a week interning in the social service agency of their choice. In addition, all interns will meet in weekly seminars to discuss issues and concerns that are generated from their experiences in the field and those relevant to becoming professional human service workers. Students are required to prepare a case study of their agency. *Ward, Rawlins.*

Summer Courses

The following courses may be offered in the summer program:

[Edu. 362S Microcomputers in the Classroom

4 sem. hrs. Not offered in summer 1987.]

An introduction to the use of microcomputers in classrooms: when, how, and why to use them. Simple programming commands in LOGO and BASIC will be taught. Selection and evaluation of computer hardware and software will be emphasized. Other topics will include the use of micros to improve skills in critical thinking and writing, and to help special needs students.

Edu./Psy. 445S Educational Psychology

4 sem. hrs.

A study of the implications of psychology for teaching children and adolescents. Special emphasis is placed on cognitive-developmental psychology. Readings in basic text book, with additional readings in original source materials. Individual presentation. Papers emphasize integration of theory and practice. *Sugarman.*

Edu. 457S Cultural Foundations of Education

4 sem. hrs.

See description for Edu. 357 on page 57. *Traver.*

Faculty

Kathleen Dunn, Ed.D. *Professor of Education and Chairman of the Department of Education and Human Services*

John Stuart Robinson, Ed.D. *Professor of Education and Dean of Graduate Studies and Social Sciences*

Lydia Averell Hurd Smith, Ed.D. *Professor of Education*

Bard Rogers Hamlen, Ed.D. *Clinical Associate Professor of Education*

Elizabeth Rawlins, M.S. *Associate Professor of Education and Associate Dean of the College*

Alice Van Deusen, M.Ed. *Clinical Associate Professor of Education and Coordinator of Special Education*

Susan P. Bloom, M.A. *Assistant Professor of Education and Director of the Center for the Study of Children's Literature*

Helen Guttentag, M.Ed. *Assistant Professor of Education and Director of Student Teaching*

Janie Victoria Ward, Ed.D. *Assistant Professor of Education and Coordinator of the Human Services Program*

Cathryn M. Mercier, M.A. *Instructor in Education and Assistant Director of the Center for the Study of Children's Literature*

Carole Chaet, Ed.D. *Special Instructor in Education*

Elizabeth Fleming, Ed.S. *Adjunct Assistant Professor of Education*

Judith Hummel Fischer, M.A.T. *Special Instructor in Education*

Stephen John Griffin, M.S. *Special Instructor in Education*

Anne Howard, M.Ed. *Special Instructor in Education*

Sheila Newsome, M.Ed. *Special Instructor in Education*

Jay Sugarman, Ed.D. *Special Instructor in Education*

Robert Traver, M.S. *Special Instructor in Education*

Laurie Williams Van Loon, M.A.T. *Special Instructor in Education*

Carolyn Smith, B.A. *Secretary for the Department of Education and Human Services*

Eileen Heltzel, *Secretary for the Department of Education and Human Services*

Department of English

The study of literature as embodied in the English concentration has a number of goals: to put the student in touch with the work of important writers; to introduce her to the individual and cultural values, ideas, debates, and insights woven into literature; and to sharpen her understanding of the English language, not only as a vehicle of art, but also as a tool in her own hands. Repeated practice in thinking, writing, and speaking about literary texts is a way of helping the student discover her own voice, develop her skills of critical analysis, and gain confidence in herself as an independent thinker.

The English concentration is both intensely personal and broadly public in its aims. The student concentrating in English learns to read with discernment, an ability that can enrich her for the rest of her life. At the same time she develops pragmatic skills that will serve her well in the world of the professions. Simmons English concentrators have gone on to successful careers in college teaching, law, publishing, journalism, advertising, business, government service, high technology, and secondary education.

Requirements. Students who declare a concentration in English beginning in September 1987 or thereafter are required to take 40 semester hours of English courses.* The following courses are required of all concentrators:
Eng. 110 Approaches to Literature
Eng. 121 Shakespeare

All concentrators must elect Eng. 110 as soon as possible after declaring an English concentration, but students considering an English major are urged to take Eng. 110 in their sophomore year.

Students may choose either the Writing or Literature options for their concentration in English. Described below are additional requirements for each option:

The Writing Option:

four semester hours of intermediate composition

four semester hours of either advanced composition or creative writing

four semester hours of American literature of the period before 1900

12 semester hours from three of the following four areas:

17th- or 18th-century English literature

19th-century English literature
modern American or Afro-American literature

modern English literature

eight semester hours of other literature courses, which (with Department approval) may include two advanced literature courses in a foreign language.

The Literature Option (Students should elect one of the following three tracks):

English literature

20 semester hours, distributed among the following five areas:

ancient classics through the Renaissance

17th-century English literature

18th-century English literature

19th-century English literature

American literature of the period before 1900

12 semester hours of other literature courses, which (with Department approval) may include two advanced courses in a foreign language.

*Students who declared a concentration in English prior to September 1987 are required to take only 36 semester hours, including Shakespeare, but not including Eng. 110, and all courses as listed below under the Writing or Literature Option of their choice.

American literature

12 semester hours, distributed among the following four areas:

American literature, 1620 to 1865

American literature, 1865 to 1900

modern American or Afro-American literature

12 semester hours from three of the following four areas:

17th-century English literature

18th-century English literature

19th-century English literature

American Studies

eight semester hours of other literature courses, which (with Department approval) may include two advanced literature courses in a foreign language.

Comparative literature

eight semester hours, from the following two areas:

ancient classics through the Renaissance

17th- or 18th-century English literature

eight semester hours from two of the following three areas:

19th-century English literature

American literature

19th- or 20th-century comparative literature

16 semester hours of other literature courses, which (with Department approval) may include two advanced literature courses in a foreign language.

Independent and individual study (Eng. 199, 250, 255) may be substituted for any of the courses offered in the required areas.

In consultation with her Departmental adviser, each student is encouraged to choose required and elective courses to extend the range of her familiarity with literature or to explore in greater depth areas of particular interest: historical periods, comparative literature studies, genres, themes, or individual figures.

Although most students will have little difficulty planning their programs within the suggested framework, students who wish to modify it are invited to consult with the English Department Chairman. Such students may want to take greater advantage of the independent learning option.

In the English Department, the College's independent learning requirement can be met by any student in the following ways:

Eng. 250, 255, 270, or 280

appropriate 300-level courses, elected after consultation with the instructor regarding their suitability for this purpose.

English concentrators may meet the independent learning requirement in any of the above ways, or by taking appropriate courses or completing projects in an area other than English.

Honors in English. Candidates for honors in English are expected to fulfill College requirements as designated on page 29. Honors in English requires that candidates complete the regular English concentration under either the Writing Option or the Literature Option, plus Eng. 255, Directed Study: Senior Thesis. Candidates for honors should elect *at least* four semester hours of foreign language *above* the intermediate level and 20 semester hours in distribution in a second language, history, philosophy, art, music, or the social sciences. Students intending to continue their specialization in English on the graduate level will find it advisable to take an honors program.

Graduate Programs in English

For information about the Master of Arts and Master of Philosophy in English, see pages 155 and 156.

Graduate Programs in Liberal Studies

For information about the Master of Arts in Liberal Studies Program, see page 158.

Courses

Undergraduates should note that successful completion of one semester of Freshman Writing or the equivalent is prerequisite to all English courses.

Undergraduate registration in 300-level courses is ordinarily limited to juniors and seniors unless the course description indicates otherwise. Graduate students may, under advisement, elect any courses needed to supplement or consolidate their undergraduate curriculum, but courses numbered in the 300's are especially suitable for master's candidates. Of the 100-level courses, the following may be particularly appropriate for first- and second-year students, for non-English concentrators, and for students just beginning the study of literature: Eng. 110, 111, 112, 182, 184, 186, 193, and 195.

The Freshman Program

Unless specifically exempted, all first-year students take Freshman Writing 1 and 2. We hope that the student will leave this course with greater ability to express her own understanding of a text, or of the world around her, in a written voice that is both recognizably her own and also appropriate to the intended audience. The course teaches writing as communication — the difficult task of making one's own meaning come alive in the reader's mind through exact choices of phrasing and structure; it also addresses the *process* of writing, that is, the way in which, step by step, a piece of writing gets done. In the service of live and communicative writing the course tries to teach critical reading, the ability to observe carefully, and an understanding of how to use and reflect

upon other people's ideas, while simultaneously working on correctness in mechanics and conventions.

All sections will work with student papers as they develop, from free and spontaneous writing in search of ideas, through planning and first draft, to reflection, revision, and copy editing. During this process the student will get frequent response to her developing work from the teacher, and quite possibly from fellow students; much class time will be spent in discussion of student writing.

The Writing Director may recommend a workshop format of this course to students whose placement tests indicate they need more intensive practice in writing.

Freshman Writing 1 Writing from Observation and Experience 4 sem. hrs.

Writing to make sense of what one witnesses and lives through. Appropriate readings will be used as models. *Members of the Department.*

Freshman Writing 2 Writing Critically

4 sem. hrs.

Not only an effort to make sense out of challenging material, but also an effort to become precisely aware of how one brings meaning out of what one reads or observes. *Members of various departments (principally English in 1987-88). Instructors will base each section's writing on some material in which they have particular expertise.*

Composition and Creative Writing

Eng. 104-1 Critical Argument 4 sem. hrs.

For students who have completed Freshman Writing 1 and 2 and still feel they need further course work to bring their writing skills up to a level that meets the challenge of college assignments. The course will focus on writing tasks that demand close reading or observation, precise communication of ideas, and careful thought about the structure of arguments. Insofar as possible, the instructor will try to assess each student's particular needs and set up assignments to meet them.

Eng. 105-1 Intermediate Composition:

Non-Fiction 4 sem. hrs.

For students who feel they have a solid base of writing skill and wish to grow further as writers. The goal in this course will be to write non-fiction that a non-captive audience would willingly read. The range of acceptable forms will be defined as follows: if it's interesting, it can be written. This course will focus on how a subject finds an appropriate form and voice. *Pei*.

Eng. 106-2 Advanced Composition:

The Writer's Performance 4 sem. hrs.

This is a course in the writing of critical essays about short fiction from a writer's point of view, asking, "What choices has the writer made? What makes this story work?" There will also be an opportunity for the student to attempt a short story of her own. *Lawrence*.

Eng. 108-1 Creative Writing: Poetry and Short Fiction 4 sem. hrs.

A course intended both for students who have never written poetry or fiction but would like to try, and for those who have written some but would like to improve. Some structured and some free exercises. Class discussion and individual conferences on student writing, guest visits from writers in the Boston area, some reading of good contemporary verse and prose, and advice on how to get writing published. *Barbour, Gullette*.

Eng. 109-2 Advanced Creative Writing

4 sem. hrs.

Prereq.: consent of the instructor.

For students who have already written a certain amount of verse, fiction, or drama. The course will be limited in size, and the accent will be on individual conferences with the instructor and group meetings to read and discuss work produced during the semester. Students will be encouraged to submit their work for publication. *Gullette*.

Linguistics

Eng. 391-1 Exploring Language 4 sem. hrs.

Investigates the sounds and patterns of our speech, the way we acquire verbal skill in early childhood, regional dialects and varying social levels of speech, the way English grows and changes, the relation of language to thought, and related linguistic concerns. Course will show how in different ways linguistic study cuts across such fields as psychology, anthropology, foreign languages, and sociology.

Introductory Courses

Eng. 110-1, 2 Approaches to Literature 4 sem. hrs.

An introduction to the study of literary genres, historical periods, and major authors. The course will consider how we read, analyze, and write about literature from different critical perspectives. Specific genres, periods, and authors will vary from semester to semester. Frequent, varied writing assignments. This course is recommended for all students interested in the study of literature and required for all English concentrators. *Gullette, Douglas Perry*.

Eng. 182-1 A Seminar in Great Books 4 sem. hrs.

A discussion of great books that depict the heroic, significant, or symbolic life. The choice of books is flexible, but might include *The Epic of Gilgamesh*, *The Aeneid*, *Beowulf*, *The Song of Roland*, *Gawain and the Green Knight*, Marlowe's *Dr. Faustus*, Goethe's *Faust*, Shakespeare's *Coriolanus*, and Shaw's *St. Joan*. Works not written in English will be read in modern English translation. *David Perry*.

Eng. 184-1 World Drama 4 sem. hrs.

This course will focus on such dramatists as Aeschylus and Sophocles, Shakespeare and Molière, and Ibsen, Chekhov, Shaw, and Pirandello. Attention to the religious origins of Greek tragedy, the relationship of medieval narrative to the emergence of drama in renaissance, and the modern problem of dramatic distancing—the variety of ways modern dramatists devised to draw their audience into the play. *L'Homme*.

[Eng. 186 Introduction to Poetry 4 sem. hrs.] Not offered in 1987-88.]

English lyric poetry from Wyatt to the present. Attention to such subjects as form, style, and convention in relation to the changing nature of experience. *To be offered in 1988-89.*

Eng. 193-2 Women in Literature 4 sem. hrs.

A study of 19th- and 20th-century women writers, including Jane Austen, Charlotte Brontë, Kate Chopin, Virginia Woolf, Toni Morrison, and Margaret Drabble. Emphasis on the changing roles, expectations, and responsibilities of women during this period. *Bromberg*.

[Eng. 195-2 **The Art of Film** 4 sem. hrs. Not offered in 1987-88.]

Two classic films from around the world will be shown each week, and the class will discuss the films during a two-hour session. Films from Japan, France, Italy, Sweden, and the U.S.A. will predominate; directors may include Kurosawa, Bergman, Truffaut, Fellini, and Antonioni. Students will learn how to use technical and critical vocabulary drawn from both literary and cinematic criticism, and will keep a running journal of impressions and short essays about the films. *To be offered in 1988-89.*

Eng. 198-1 Studies in Film 4 sem. hrs.

Topic for 1987-88: Women in Film. Cinematic depiction of women by male directors and by the small but growing minority of women directors. Possible consideration of contemporary examples of feminist counter-cinema. *Wittenberg.*

English Literature

Shakespeare

Eng. 121-1 Shakespeare 4 sem. hrs.

Analysis of major plays, with comment on the theater of Shakespeare's London. This class will also see films and attend live performances of Shakespeare's plays. *Gullette.*

Eng. 321-2 Studies in Shakespeare 4 sem. hrs.

Prereq.: Eng. 121 or consent of the instructor. Close analysis of a few major plays and of the various critical approaches to them. *Gullette.*

17th Century

Eng. 131-2 English Literature of the 17th Century 4 sem. hrs.

An introduction to the literature of the 17th century, an era of rapid social change, political and religious controversy, doubt and disillusionment, and a search for new values. Study of Jacobean drama, the metaphysical and cavalier poetry of Donne, Marvell, and Jonson, and selected works of Milton, including *Paradise Lost*. *David Perry.*

18th Century

Eng. 143-1 The English Novel Through Dickens 4 sem. hrs.

The development of the English novel, with some 18th-century background and emphasis on 19th-century masters of the form. Such novelists as Fielding, Goldsmith, Burney, Walpole, Austen, the Brontës, Gaskell, and Dickens. *Bromberg.*

[Eng. 342 **Swift, Pope, and Johnson** 4 sem. hrs. Not offered in 1987-88.] Intensive study of Swift, Pope, and Johnson against the 18th-century background, with emphasis on the development of historical self-consciousness in and about art, and the attendant literary forms of satire, parody, and neoclassical imitation. Additional readings in Dryden, Congreve, Gray, and women writers of the period. Background material on English art, architecture, and music. *To be offered in 1988-89.*

19th Century

Eng. 151-2 English Literature of the 19th Century: The Romantic Period 4 sem. hrs.

Readings and discussion of Wordsworth, Coleridge, Blake, Shelley, and Keats. Exploration of their varying efforts to connect the individual consciousness and poetic imagination to the natural and social worlds during an era of political and intellectual revolution. *Bromberg.*

[Eng. 152-2 **Victorian Poetry and Prose**

4 sem. hrs. Not offered in 1987-88.]

The poetry, fiction, and culture of mid- to late-19th-century Britain: such writers as Tennyson, Browning, Arnold, Dickens, Eliot, Hardy, and others. *To be offered in 1988-89.*

Eng. 154-2 The English Novel from George Eliot 4 sem. hrs.

Major English novelists, such as George Eliot, Meredith, Hardy, Virginia Woolf, D.H. Lawrence, and Graham Greene. *Gullette.*

[Eng. 351 **Problems in Romantic Literature: The Romantic Rebel** 4 sem. hrs. Not offered in 1987-88.]

Beginning with Milton's *Paradise Lost*, the subtext for all Romantic rebellion, and moving to Blake, its great theorist and visual artist, we will also look at works by Byron and Shelley. The course will conclude with the female perspective on Romantic rebellion in the novels of the Brontë sisters and in Mary Shelley's *Frankenstein*. *To be offered in 1988-89.*

[Eng. 352 **The Victorian Experience** 4 sem. hrs. Not offered in 1987-88.]

Readings in Victorian literature—fiction, poetry, and prose—by major writers, such as Dickens, Hardy, George Eliot, Gissing, Tennyson, Browning, and Arnold. Analysis of the various attitudes and problems that characterize the era and serve as background to 20th-century literature and thought. *To be offered in 1988-89.*

Modern

Eng. 139-2 Modern Poetry 4 sem. hrs.

This course will address directly the question of how to read modern poems. Attention also to the origins of modernism. A variety of short poems written in English from Thomas Hardy and Emily Dickinson through W.B. Yeats and Marianne Moore to Seamus Heaney and Sylvia Plath. *L'Homme.*

Eng. 357-1 Masterworks of English Fiction

4 sem. hrs.

Topic for 1987-88: 20th-Century Women Novelists from England and The Commonwealth. Using Woolf's *A Room of One's Own* as a critical focus, we will read novels by Woolf, Lessing, Howard, Pym, Drabble, Emecheta, Gordimer, Laurence, and Atwood. Special attention to the experiences of Commonwealth writers, and supplementary reading in feminist theory and criticism. *Bromberg.*

[Eng. 389 Modern Irish Literature

4 sem. hrs. Not offered in 1987-88.]

Major works in verse, fiction, and drama by William Butler Yeats, James Joyce, John Millington Synge, Sean O'Casey, and some of the newer voices in Irish writing, such as Seamus Heaney and others whose work has been influenced by the recent sectarian violence in Northern Ireland.

To be offered in 1988-89.

American Literature

Literature Before 1900

Eng. 161-1 Major American Writers 1620-1865

4 sem. hrs.

Focuses both on particular works and on the historical and social milieu in which writers like Anne Bradstreet, Benjamin Franklin, Poe, Hawthorne, Thoreau, Melville, and Douglass created them. Attention to links between these writers and moderns, e.g., Camus and Flannery O'Connor. *Sterne.*

[Eng. 162 Major American Writers 1865-1900

4 sem. hrs. Not offered in 1987-88.]

Focuses both on particular works and on the social and historical milieu in which writers created them. Attention to links between the 19th-century writers—Emily Dickinson, Whitman, Twain, Henry James, Chopin, James Weldon Johnson, Dreiser—and 20th-century writers like Denise Levertov, Robert Lowell, Ralph Ellison. *To be offered in 1988-89.*

Amer. St. 185-1 The Individual and the Community, 1620-1840: Topic for 1987-88: Early American Autobiography 4 sem. hrs.

Introduces the interdisciplinary nature of American studies by using historical and literary sources. Social history studies provide a framework; letters, diaries, and autobiographies illuminate the individual's response to and shaping of her/his community from the colonial period to the Civil War. Sources include Laurel Ulrich's *Good Wives*; diaries of Samuel Sewell and Esther Burr; autobiographies of Benjamin Franklin and Frederick Douglass; Harriet Jacobs' *Incidents in the Life of a Slave Girl. Crumpacker.*

[Amer. St. 186-2 The Individual and the Community, 1860-1980: American Women's Voices

4 sem. hrs. Not offered in 1987-88.]

Studies the fiction and poetry of lesser-known American women writers from varied race and class backgrounds. Emphasizes themes such as family relationships, the impact of industrialization and immigration, household work, and new work for women outside their homes. Pays special attention to the interaction between minority and working-class women and their communities. Readings include Rebecca Harding Davis' *Life in the Iron Mills*; Sarah Orne Jewett's *The Country of the Pointed Firs*; Meridel LeSueur's *The Girl*; Toni Morrison's *Sula*; and other works by Chicana, American Indian, Afro-American, and Asian-American women writers. *Crumpacker. To be offered in 1988-89.*

Eng. 361-1 Classic American Writers

4 sem. hrs.

Studies in depth, with critical readings, of major 19th-century writers (Hawthorne, Melville, Poe, Emerson, and Thoreau), with attention to their contributions to the development of a distinctively American literature. *Douglas Perry.*

Modern American Literature

[Eng. 163 Origins of the American Novel

4 sem. hrs. Not offered in 1987-88.]

A look at some of the major American novelists of the late 19th and early 20th century. Emphasis on cultural context and technical developments. Writers will include Dreiser, Wharton, Crane, Cather, and Faulkner. *To be offered in 1988-89.*

[Eng. 171 American Literature and Thought in the 20th Century 4 sem. hrs. Not offered in 1987-88.]

The crisis of identity for the modern American writer as seen in the autobiographical writings of Henry Adams, F. Scott Fitzgerald, Ernest Hemingway, James Agee, John Steinbeck, James Baldwin, Richard Wright, and Norman Mailer. *To be offered in 1988-89.*

Eng. 172-1 Modern American Fiction 4 sem. hrs.

The novels of major American writers from 1900 to the present, including such authors as Edith Wharton, William Faulkner, Ralph Ellison, Saul Bellow, Bernard Malamud, John Hawkes, Robert Penn Warren, and Nathanael West. *Douglas Perry.*

[Eng. 174 American Poetry 4 sem. hrs. Not offered in 1987-88.]

A study of major American poets and the process by which the creation of a self precedes the creation of poetry. Attention to figures such as Walt Whitman, Emily Dickinson, Hart Crane, Marianne Moore, Wallace Stevens, William Carlos Williams, Theodore Roethke, and Robert Lowell. *To be offered in 1988-89.*

Eng. 176-2 Black Fiction in America 4 sem. hrs.

A study of selected works of 20th-century black fiction in America. Analysis of the novels will center on the examination of black literary achievements and the nature of the social and political climates that underlie contemporary literature. Writers will include Toomer, Wright, Baldwin, and Ellison. *Barbour.*

Eng. 177-2 Modern American Black Drama

4 sem. hrs. Not offered in 1987-88.]

A study of major themes and authors in black American drama from William Wells Brown to the present. The course will examine the achievements of black writers in their efforts to enrich a cultural heritage. With an emphasis on the contribution of black women, authors to be read include Alice Childress, Lorraine Hansberry, and Adrienne Kennedy. Attention will also be given to the work of local theatre groups. *To be offered in 1988-89.* This course alternates with Eng. 176.

Eng. 178-1 Ethnic Themes in Modern American Literature 4 sem. hrs.

A study of personal, family, and cultural conflicts created by the tensions between ethnic and American loyalists in fictional and nonfictional works by black, Jewish, native-American (Indian), Asian-American, Hispanic-American, and other authors. The main focus will be on how these authors (male and female) dramatize the dilemma of affirming the values of ethnic identity in a civilization professing the virtues of assimilation. *Langer.*

Amer. St. 365-1 Problems in American History and Literature 4 sem. hrs.

Topic: American literature and society during the 1920s, one of the most interesting periods in American life and culture. Examination of the conflict between religion and science, the "new morality," ethnic and racial prejudice, and the "American Dream" in works by such writers as Edith Wharton, Sherwood Anderson, Sinclair Lewis, F. Scott Fitzgerald, Edna St. Vincent Millay, E.E. Cummings, Langston Hughes, Jean Toomer, William Faulkner, and Eugene O'Neill. *Sterne.*

Eng. 372-2 Special Topics in Modern Literature: The Other Self: Concept of the Hero in Modern American Fiction 4 sem. hrs.

Central to the modern American novel is a special kind of hero who expresses the issues of the American culture: the American hero as author of himself, as creator of his own heroic persona. As such, he is intensely artificial, and yet embodies the American Dream. The implications of this figure, both literary and societal, will be examined through works by such writers as Faulkner, Hemingway, and Fitzgerald. *Douglas Perry.*

Eng. 374-2 The Dramatic Imagination in America 4 sem. hrs.

Examination of 20th-century American plays by major writers, such as Eugene O'Neill, Tennessee Williams, Arthur Miller, Edward Albee, Lillian Hellman, and others. Emphasis will be placed on literary and sociocultural aspects of the works. *Wittenberg.*

Comparative Literature

Classics Through Renaissance

Eng. 111-2 Greek Mythology and Religion

4 sem. hrs.

Analysis of the myths surrounding the principal gods and heroes of Greece. Considerable attention given to cult and ritual, archaeological evidence, and analogous myths from Egypt and the ancient Near East. Readings include the Homeric Hymns, Hesiod's *Theogony*, Homer's *Odyssey*, Ovid's *Metamorphoses*, and selected Greek plays, including Aeschylus' *Oresteia*. *David Perry.*

Eng. 112-1 The Bible 4 sem. hrs.

The major religious and ethical preoccupations of Biblical writers. Intensive study of Old Testament narrative and New Testament gospels. As much attention to Old Testament prophecy and poetry and to New Testament letters as time allows. Biblical archaeology and relevant ancient Near Eastern material are both stressed. *David Perry.*

[Eng. 315 Topics in Early and Middle English Literature: The King Arthur Legend 4 sem. hrs. Not offered in 1987-88.]

The origins of Arthur, the rise and decline of the chivalric ideal, the quest for the lady, the search for the Holy Grail, and related themes from King Arthur's legendary world. Readings in early Arthurian literature by Chrétien, Chaucer, and Malory as well as modern poems and novels such as Tennyson's *Idylls of the King* and T.H. White's *The Once and Future King*. *To be offered in 1988-89.*

Eng. 317-2 Dante 4 sem. hrs.

Close attention to *The Divine Comedy*. Discussion of the relations between the thought and art of Dante and such background figures as Virgil, Augustine, and Aquinas. *L'Homme*.

Eng. 392-1 Studies in Medieval and Renaissance Literature 4 sem. hrs.

Consideration of such topics as adversity and regeneration, the nature of political reality, and the origins of the romantic and antiromantic biases. Attention to such figures as Augustine, Chrétien de Troyes, Dante, Machiavelli, Petrarch, Shakespeare, Montaigne, and Cervantes. *L'Homme*.

19th and 20th Centuries

Eng. 179-2 The Idea of Justice in Modern Literature 4 sem. hrs.

Can criminal trials "do justice," as in theory they are supposed to? This course explores the treatment of the relationship between trials and justice in modern literary works like Melville's *Billy Budd*, Susan Glaspell's "A Jury of Her Peers," Katherine Anne Porter's *Noon Wine*, Camus' *The Stranger*, Brecht's *Caucasian Chalk Circle*, and Milan Kundera's *The Joke*. The class will also have an opportunity to visit a courtroom in order to watch a trial in progress. *Sterne*.

Eng. 181-2 The Holocaust: Victims and Survivors 4 sem. hrs.

An exploration of the verbal, historical, psychological, and literary problems one encounters when trying to discuss, describe, or evaluate the Holocaust experience. In addition to analyzing several short films, we will examine fiction, drama, and survivor accounts by authors such as Elie Wiesel, Primo Levi, Viktor Frankl, Tadeusz Borowski, Jerzy Kosinski, and Charlotte Delbo. We will be especially concerned with ways of evoking the survival experience in the death camps, and with interpreting the implications of that experience. *Langer*.

Eng. 190-1 19th-Century Russian Literature in Translation 4 sem. hrs.

A close study of selected 19th-century Russian literary masterpieces, with emphasis on works by Tolstoy and Dostoevsky. We will pay special attention to the evolution of male and female Russian character and to the cultural, social, and psychological conflicts of the period. Other authors include Pushkin, Gogol, Lermontov, Turgenev, and Chekhov. *Langer*.

[**Eng. 192 Madness in Literature 4 sem. hrs.** Not offered in 1987-88.]

Madness examined in literature as a higher form of sanity, as transcendence, as a source of creativity, and as a challenge to traditional assumptions about identity. Readings in Kafka, Hesse, T.S. Eliot, Pirandello, Faulkner, Beckett, and LeGuin. *To be offered in 1988-89.*

Eng. 196-2 Sex, Love, and Marriage in the Western World 4 sem. hrs.

Focuses on modern literary treatments of the complex relationships between men and women. Segments of Simone de Beauvoir's *The Second Sex* help provide a theoretical basis for discussion of works like Colette's *The Vagabond*, Shaw's *Mrs. Warren's Profession*, D.H. Lawrence's *The Rainbow*, François Mauriac's *Thérèse*, Oliver La Farge's *Laughing Boy*, and D.M. Thomas's *The White Hotel*. *Sterne*.

[**Eng. 381 Studies in Realism and Symbolism 4 sem. hrs.** Not offered in 1987-88.]

The transformation of the romantic image into the symbol, the crossing of the arts of literature and painting, and the character of the various types of experimentalism will be discussed. Writers to be considered: Flaubert, Baudelaire, Mallarmé, Zola, Ibsen, Hardy, Rilke, Conrad, Chekhov, and Valéry. *To be offered in 1988-89.*

Eng. 382 English and Continental Literature Since World War I 4 sem. hrs. Not offered in 1987-88.]

Cubism in literature. Attention to such figures as Pirandello, Gide, Apollinaire, Valéry, Stevens, Joyce, Kafka, Eliot, Malraux, Beckett, and Ionesco. *To be offered in 1988-89.*

[**Eng. 383 Studies in the Novel 4 sem. hrs.** Not offered in 1987-88.]

Contemporary Issues in Fiction. An exploration of how the novelist approaches vital themes in modern experience such as the family, Third World tensions, political intrigue, war and violence, and love and marriage. Authors include Anne Tyler, Gabriel Garcia Marquez, Carlos Fuentes, Gloria Naylor, Margaret Atwood, and Toni Morrison. *To be offered in 1988-89.*

[Eng. 384 Literature and Society 4 sem. hrs.]

Not offered in 1987-88.]

Topic for 1988-89: The relationship between family and society in modern imaginative literature. Such works as the following will be read and discussed: Turgenev's *Fathers and Children*, E.M. Forster's *Howards End*, Kate Chopin's *The Awakening*, Eugene O'Neill's *Mourning Becomes Electra*, William Faulkner's *Absalom, Absalom!*, Doris Lessing's *Martha Quest*, and Chinua Achebe's *Things Fall Apart*. *To be offered in 1988-89.*

Eng. 385-2 Special Topics in Literature

4 sem. hrs.

Topic for 1987-88: Imagining the Love Experience. An exploration of how selected writers from the mid-nineteenth century to the present have dramatized the love relationship, especially (though not restricted to) "married" love. Authors include Flaubert, Zola, Ford Madox Ford, D.H. Lawrence, and several women novelists such as Anita Brookner, Margaret Drabble, Toni Morrison, and Elizabeth Jane Howard. *Langer.*

Independent Learning**Eng. 199-1, 2 Individual Study 4 sem. hrs.**

Prereq.: consent of the instructor.

Intended for students with substantial knowledge of a particular area of literary studies who wish to do advanced work in that area. Conferences as needed. *Members of the Department.*

Eng. 250-1, 2 Independent Study 4 sem. hrs.

Prereq.: consent of the instructor.

Intended for students who wish to investigate a particular area of literary study under the direction of an instructor. Regular conferences. *Members of the Department.*

Eng. 255-1, 2 Directed Study: Senior Thesis

4 sem. hrs.

Note: The student will normally elect this course in the semester in which she plans to complete her thesis. Should be taken following Eng. 250. *Members of the Department.*

Eng. 270-1, 2 Internship 8 sem. hrs.

Prereq.: consent of the Department.

A one-semester program for English concentrators of supervised on-the-job experience in such fields as publishing and broadcasting. Requirements: approximately 20 hours a week at the place of business, regular meetings with the instructor, and a series of written assignments. *Wittenberg.*

Eng. 280-1, 2 Field Experience 4 sem. hrs.

Prereq.: consent of the Department.

Designed to combine academic knowledge with practical experience. Students do editing, writing, etc. in businesses such as publishing, journalism, and advertising. *Wittenberg.*

Eng. 400-1, 2 Directed Study: Graduate Level

4 sem. hrs.

Members of the Department.

Faculty

Pamela Starr Bromberg, Ph.D. *Associate Professor of English and Chairman of the Department of English*

David George Gullette Ph.D. *Professor of English*

William J. Holmes Ph.D. *Professor of English*

Lawrence Lee Langer, Ph.D. *Professor of English and Alumnae Professor*

Charles Edmund L'Homme, Ph.D. *Professor of English and Director of the Graduate Programs in English*

David Scott Perry, Ph.D. *Professor of English*

Richard Clark Sterne, Ph.D. *Professor of English and Coordinator of the American Studies Program*

Floyd Barrington Barbour, B.A. *Associate Professor of English and Director of Afro-American Cultural Affairs*

***William Michael Manly, M.A.** *Associate Professor of English*

John Douglas Perry, Ph.D. *Associate Professor of English*

Judith Bryant Wittenberg, Ph.D. *Associate Professor of English and Coordinator of the Freshman Honors Program*

Lowry Cheng-Wu Pei, Ph.D. *Assistant Professor of English and Director of Writing*

Donna Krolik Hollenberg, Ph.D. *Instructor in Writing*

Leslie A. Lawrence, M.A.T., M.F.A. *Instructor in Writing*

Sharron Cassavant, Ph.D. *Special Instructor in English*

Mary Joan Demaso, M.A. *Special Instructor in English*

Marion Novak, Ph.D. *Special Instructor in English*

Kirsten Schaetzl, M.A. *Special Instructor in English*

Patricia Sollner, Ph.D. *Special Instructor in English*

Kimberly Vaeth, M.A. *Special Instructor in English*

*On sabbatical leave entire year 1987-88.

Department of Foreign Languages and Literatures

Courses are offered at different levels in French, German, Russian, and Spanish to enable a student to strengthen her command of languages already studied or to begin the study of an additional foreign language. These courses are planned so that a student learns to speak and understand, as well as to read and write, with increasing facility and accuracy. As a student becomes familiar with a particular language, she develops an understanding of the nature of language in general. By studying literary works in the original language, a student acquires an ability to read with enjoyment and full comprehension. She also develops knowledge of the intellectual and social history of the people who speak the language. Moreover, the knowledge and experience obtained in the critical reading of the major works of foreign literature permanently extend the range of a student's resources in the humanities and provide a means and taste for developing them further.

A student may elect courses in a foreign language and literature as part of her liberal education, or she may select a foreign language as her field of concentration with some career objective in mind. A student may combine the special study of a foreign language with diverse fields of concentration in career areas; for example, in social sciences, in science, or in other fields within the humanities. A concentration in French or Spanish, when combined with a concentration in the humanities, social sciences, or management, may prepare a student for careers in government service at home and abroad, employment as a translator for publishers or international agencies, technical positions with international business firms, or graduate study. Language study is of particular interest to international relations concen-

trators. If a student wishes to teach foreign languages in secondary schools, she may combine the concentration in French or Spanish with the appropriate concentration in education.

The field of international management offers excellent opportunities for women with a good command of a language who are interested in business and/or management. Because the opportunities are so diverse, the Department strongly recommends that a student interested in international management consult with the members of the Foreign Languages and Literatures and Management departments.

A student who wishes to study or work abroad must achieve competence in all basic language skills. A student planning further study in graduate school needs to acquire reading proficiency in one or more languages to fulfill the requirements of many graduate programs.

Placement of a student who has not studied foreign languages at Simmons College is determined on the basis of tests given by the Department.

Concentration in French

Requirements. The concentration consists of at least 32 semester hours of advanced language, literature, and civilization courses, including 20 semester hours of core requirements. Students are encouraged to study abroad, but are expected to take a minimum of 16 semester hours of course work in the Department, including at least four semester hours upon their return from foreign study.

Core Requirements

Four semester hours of advanced work in language, selected from:

Frn. 245 Conversation and
Composition

Frn. 300 Advanced Conversation
and Composition

four semester hours of French civilization, selected from:

- Frn. 325 French Cultural Myths and Realities
- Frn. 327 French Press and Contemporary Culture
- Frn. 329 French Society Seen Through Film

four semester hours of introduction to French literature, selected from:

- Frn. 298 Major French Writers I
- Frn. 299 Major French Writers II
- eight semester hours of advanced work in literature and culture, selected from:
 - Frn. 340 The Literature of the Middle Ages
 - Frn. 347 17th-Century Literature
 - Frn. 355 The Age of Enlightenment
 - Frn. 365 The 19th-Century Novel
 - Frn. 385 Modern Fiction
 - Frn. 390 Gide, Sartre, Camus
 - Frn. 395 Seminar: Special Topics in French

Normally, no more than four semester hours of Departmental courses given in English may be credited toward the concentration. Students may petition the Chairperson of the Department to take up to eight semester hours of course work.

Recommendations. Proficiency in a second foreign language beyond the intermediate level is strongly recommended for all French concentrators.

Honors in French. Candidates for honors in French are expected to fulfill College requirements as designated on page 29.

- Frn. 255 Senior Thesis

Concentration in Spanish

Requirements. The concentration consists of at least 32 semester hours of advanced language, literature, and civiliza-

tion courses, including 20 semester hours of core requirements. Students are encouraged to improve their language skills through study abroad, but are expected to take a minimum of 16 semester hours of course work in the Department, including at least four semester hours upon their return from foreign study.

Core Requirements

four semester hours of advanced work in language, selected from:

- Spn. 245 Conversation and Composition
- Spn. 300 Advanced Conversation and Composition

four semester hours of Spanish or Hispanic-American civilization, selected from:

- Spn. 325 Spanish Civilization
- Spn. 327 Hispanic-American Cultural History
- Spn. 329 Hispanic Society as Seen Through Film

four semester hours of introduction to Spanish or Hispanic-American literature, selected from:

- Spn. 296 Introduction to the Literature of Latin America
- Spn. 298 Introduction to the Literature of Spain I
- Spn. 299 Introduction to the Literature of Spain II

eight semester hours of advanced work in literature and culture, selected from:

- Spn. 340 Cervantes
- Spn. 345 19th-Century Spanish Novel
- Spn. 370 The Art of Revolution
- Spn. 380 The Contemporary Latin American Novel
- Spn. 385 Multinational Corporations: A Latin American Perspective
- Spn. 387 Latin American Women Writers

Spn. 390 Hispanic Women in the United States
Spn. 395 Seminar: Special Topics in Spanish

Normally, no more than four semester hours of Departmental courses given in English may be credited toward the concentration. Students may petition the Chairperson of the Department to take up to eight semester hours of course work in English.

Recommendations. Proficiency in a second foreign language beyond the intermediate level is strongly recommended for all Spanish concentrators.

Honors in Spanish. Candidates for honors in Spanish are expected to fulfill College requirements as designated on page 29.

Spn. 255 Senior Thesis

Concentration in International Management

This program, offered jointly with the Department of Management, consists of a foreign language component and a management component. For detailed information, see page 91.

Foreign Study Program

Students may be granted credit for the satisfactory completion of a prescribed program in a duly recognized foreign study program, provided each proposal is recommended by the school or department concerned and approved by the Foreign Study Adviser and the Administrative Board. Those considering language study should explore the possibilities as early as possible to assure adequate preparation.

Graduate Programs in French and Spanish

For information about the Master of Arts in French and the Master of Arts in Spanish, see page 156.

Courses

French

Foreign Language Requirement Sequence

Frn. 101-1 Elementary French I

4 sem. hrs.

Introductory course with emphasis on communication. All four basic language skills, understanding, speaking, reading, and writing, will be developed. The course aims to provide cultural and linguistic survival skills through contemporary methodologies. *Members of the Department.*

Frn. 102-2 Elementary French II *4 sem. hrs.*

Prereq.: Frn. 101 or placement by the Department.

Continuation of Frn. 101. *Members of the Department.*

Frn. 201-1 Intermediate French I *4 sem. hrs.*

Prereq.: Frn. 102 or placement by the Department.

A review of grammar, with oral practice and reading of short modern French texts. Emphasis is on development of spoken skills and vocabulary for everyday life in French-speaking countries. *Members of the Department.*

Frn. 202-2 Intermediate French II *4 sem. hrs.*

Prereq.: Frn. 201 or placement by the Department.

Continuation of Frn. 201. *Members of the Department.*

Frn. 210-1, 2 Intensive Intermediate French *4 sem. hrs.*

Prereq.: Frn. 201 or placement by the Department.

[Frn. 210 cannot be taken for credit in addition to Frn. 202.]

A one-semester review of basic French grammar and an introduction to moderate-length readings in French. Oral skills are developed through dramatizations and conversations. *Members of the Department.*

Language Courses

Frn. 240-2 Spoken French 4 sem. hrs.

Prereq.: either Frn. 202 or 210, or consent of the instructor.

For students who wish to develop conversational skills. Emphasis on pronunciation, everyday vocabulary, listening comprehension, and oral expression. Class activities will be complemented by work in the language laboratory. *Mamikonian.*

Frn. 245-1 Conversation and Composition

4 sem. hrs.

Prereq.: Frn. 202 or 210, or consent of the instructor.

Concentration, with individual assistance, on pronunciation, enunciation, and intonation, and drill in the everyday French idiom to gain facility and correctness of expression. Individualized readings as a basis for oral and written reports on aspects of French civilization. *Keane, Mamikonian.*

Frn. 300-2 Advanced Conversation and Composition 4 sem. hrs.

Prereq.: Frn. 245 or consent of the instructor.

An intensive study of the art of written expression through frequent exercises in writing narrative and critical prose, combined with oral work designed to assure fluency in the spoken language. *Iandoli.*

[Frn. 305-2 Style and Form: Personal

Expression in French 4 sem. hrs. Not offered in 1987-88.]

Prereq.: Frn. 245 or consent of the instructor.

A study of French on the level of personal and aesthetic expression. Students will be encouraged to develop greater variety and sensitivity in their own writing through analyzing passages from modern American and British writers.

Civilization Courses

[Frn. 325-1 French Cultural Myths and

Realities 4 sem. hrs. Not offered in 1987-88.]

Introduction to French culture. Survey of traditional French values, some of which are reflected in selected literary works, and their relationship to individual and institutional patterns of behavior.

Conducted in English.

[Frn. 327-2 The French Press and

Contemporary Culture 4 sem. hrs. Not offered in 1987-88.]

Prereq.: Frn. 245 or consent of the instructor.

This course includes the comparison of current newspapers such as *Le Figaro*, *Le Monde*, *France-Soir*, *L'Humanité*, often from the same day of publication, in order to assess in what ways they represent contemporary society's views of political and social thinking. The study of periodicals can include *L'Express*, *Le Point*, *France-Observateur*, and *Le Canard enchaîné*, as well as additional journalistic material to supplement discussion of selected themes in contemporary French civilization.

Frn. 329-1 French Society Seen Through Film

4 sem. hrs.

Prereq.: Frn. 245 or consent of the instructor.

A presentation of French culture, politics, and literature as seen through the prism of cinema. Six or seven films will be shown, and relevant readings of a literary and political nature will be included as well. Topic for 1987-88: France: The 1930s through Liberation in 1944. Specific attention will be devoted to screen representations of the populist movements in the 1930s, the pre-war pacifist movement, the German occupation, and the allied liberation. Cinematic works of René Clair, Jean Renoir, Marcel Carné, François Truffaut, and Max Ophuls will be studied along with selected historical and literary works of the period. Given in French. *Iandoli.*

Literature Courses

Frn. 298-1 Major French Writers I 4 sem. hrs.

Prereq.: Frn. 245 or consent of the instructor.

Introduction to the techniques of close reading and *explication de texte*. Thematic study of selected genres from the Age of Chivalry, the Renaissance, the Classical period, and the Age of Enlightenment. Emphasis will be placed on the theme of love. Works by such authors as Chrétien de Troyes, Rabelais, Montaigne, Ronsard, Pascal, Madame de Lafayette, Corneille, Racine, Molière, Diderot, and Voltaire. *McKeen.*

Frn. 299-2 Major French Writers II 4 sem. hrs.

Prereq.: Frn. 245 or consent of the instructor.

Introduction to methods of literary analysis and criticism through a study of representative works of modern French literature. Special attention will be given to the romantic revolt and the emergent literary schools of the 19th and 20th centuries. Selected works from such authors as Rousseau, Hugo, Balzac, Baudelaire, Rimbaud, Flaubert, Zola, Proust, Gide, Mauriac, Sartre, Camus, Genêt, and Beckett. *McKeen.*

Frn. 340-2 The Literature of the Middle Ages

4 sem. hrs.

Prereq.: Frn. 245 or consent of the instructor.
Modern notions of heroism, love, duty, and leisure are deeply indebted to the ideals of the Middle Ages, as expressed in heroic literature, romance, comedy, and satire. Medieval values, whether newly created or transmitted from antiquity, will be examined through such works as the romances of Chrétien de Troyes, *Le Roman de la Rose*, *Les Fabliaux*, and *Le Roman de Renart*. *Fraioli*.

Frn. 347-1 17th-Century Literature

4 sem. hrs.

Prereq.: Frn. 245

Moral and aesthetic perspectives of the “splendid century,” with special emphasis upon the classic theater: Corneille, Racine, and Molière. Attention will be given to the social and cultural milieu in which French classicism came to maturity. *Keane*.

[Frn. 355-1 The Age of Enlightenment

4 sem. hrs. Not offered in 1987-88.]

Prereq.: Frn. 245 or consent of the instructor.
A chronological study of the *esprit philosophique* of the Enlightenment, together with a study of other currents of 18th-century thought and culture, such as sentimentalism, neoclassicism, and pre-romanticism. Emphasis on the *conte philosophique* and the emergence of the novel and decline of the theater as literary genres.

Frn. 365-2 The 19th-Century Novel

4 sem. hrs.

Prereq.: Frn. 245 or consent of the instructor.

The development of the novel from preromanticism through romanticism, realism, and naturalism. Selected texts from such authors as Chateaubriand, Stendhal, Balzac, Flaubert, les Goncourt, Zola, Huysmans, and Proust. *McKeen*.

[Frn. 385-2 Modern Fiction

4 sem. hrs.

Not offered in 1987-88.]

Prereq.: Frn. 245 or consent of the instructor.
The main movements in the French novel starting with Proust and including Gide, Bernanos, Mauriac, Sartre, Malraux, and the leading authors of the *nouveau roman*, such as Butor, Robbe-Grillet, and Sarraute.

Frn. 390-1 Gide, Sartre, Camus

4 sem. hrs.

Prereq.: Frn. 245 or consent of the instructor.

The major themes of modern French literature and a study of existentialist thought as seen in the works of three authors. Emphasis on the *récits* of Gide, the plays of Sartre, and the novels of Camus. *McKeen*.

[Frn. 395 Seminar: Special Topics in French

4 sem. hrs. Not offered in 1987-88.]

Prereq.: Frn. 245 or consent of the instructor.

Independent Learning

Students who intend to investigate an area of interest through independent learning should consult with a member of the faculty well in advance.

Frn. 199-1, 2 Individual Study

4 sem. hrs.

Prereq.: consent of the instructor.

Frn. 250-1, 2 Independent Study

4 sem. hrs.

Prereq.: consent of the instructor.

Frn. 255-1, 2 Senior Thesis

8 sem. hrs.

Prereq.: consent of the instructor.

Frn. 350-1, 2 Graduate Independent Study

4 or 8 sem. hrs.

Prereq.: consent of the instructor.

Frn. 360-1, 2 Graduate Individual Study

4 or 8 sem. hrs.

Prereq.: consent of the instructor.

German**Ger. 101-1 Elementary German I**

4 sem. hrs.

Intensive oral-aural practice. Study of grammar essentials. Reading of elementary texts. *Members of the Department*.

Ger. 102-2 Elementary German II

4 sem. hrs.

Prereq.: Ger. 101 or placement by the Department.

Continuation of Ger. 101. *Members of the Department*.

Ger. 201-1 Intermediate German I

4 sem. hrs.

Prereq.: Ger. 102 or placement by the Department.

Continued oral-aural practice. Intensive grammar review. Introduction to German civilization through reading modern texts of graduated difficulty. *Members of the Department*.

Ger. 202-2 Intermediate German II

4 sem. hrs.

Prereq.: Ger. 201 or placement by the Department.

Continuation of Ger. 201. *Members of the Department*.

Russian**Language Courses**

The following four courses are offered when student enrollments warrant:

[Rus. 101-1 Elementary Russian I 4 sem. hrs.

Not offered in 1987-88.]

Drill in grammar, vocabulary, translation, and simple conversation to give a basic knowledge of Russian that can be extended according to interest or need. *Mamikonian*.

[Rus. 102-2 Elementary Russian II 4 sem. hrs.

Not offered in 1987-88.]

Prereq.: Rus. 101 or placement by the Department.

Continuation of Rus. 101. *Mamikonian*.

[Rus. 201-1 Intermediate Russian I 4 sem. hrs.

Not offered in 1987-88.]

Prereq.: Rus. 102 or placement by the Department.

Review and completion of basic syntax correlated with reading of graded prose and periodical literature. Continued practice in writing and intensive work on vocabulary and idiomatic command of language. *Mamikonian*.

[Rus. 202-2 Intermediate Russian II 4 sem. hrs.

Not offered in 1987-88.]

Prereq.: Rus. 201 or placement by the Department.

Continuation of Rus. 201. *Mamikonian*.

Civilization Course

Rus. 325-2 Russian Civilization 4 sem. hrs.

A survey of the principal currents in pre-Soviet cultural history as seen through the arts, literature, and social development. Given in English. *Mamikonian*.

Spanish

Foreign Language Requirement Sequence

Spn. 101-1 Elementary Spanish I 4 sem. hrs.

Introductory course that will develop the student's ability to speak, read, and write in Spanish. Awareness and understanding of the Spanish-speaking world will be enhanced through the presentation of cultural materials. *Members of the Department*.

Spn. 102-2 Elementary Spanish II 4 sem. hrs.

Prereq.: Spn. 101 or placement by the Department.

Continuation of Spn. 101. *Members of the Department*.

Spn. 201-1 Intermediate Spanish I 4 sem. hrs.

Prereq.: Spn. 102 or placement by the Department.

Development of communicative skills through a selective grammar review, discussion on topics of interest, and frequent use of audio-visual materials. Reading comprehension and cultural awareness are expanded through examples of Hispanic prose and poetry. *Members of the Department*.

Spn. 202-2 Intermediate Spanish II 4 sem. hrs.

Prereq.: Spn. 201 or placement by the Department.

Continuation of Spn. 201. *Members of the Department*.

Spn. 210-1 Intensive Intermediate Spanish 4 sem. hrs.

Prereq.: Spn. 201 or placement by the Department [Spn. 210 cannot be taken for credit in addition to Spn. 202.]

A complete review of grammar and analysis of contemporary Hispanic texts. Emphasis on student-led discussion, group activities, and writing practice to increase proficiency. *Members of the Department*.

Language Courses

Spn. 240-2 Spoken Spanish 4 sem. hrs.

Prereq.: either Spn. 202 or 210, or consent of the instructor.

Intensive oral-aural practice, with emphasis on the language used in daily life. For those who wish to perfect pronunciation and increase fluency in Spanish. *Cohen*.

Spn. 245-1, 2 Conversation and Composition 4 sem. hrs.

Prereq.: Either Spn. 202, 210, or consent of the instructor.

The goal of this course is to increase proficiency in the oral and written use of language. Readings include selections by contemporary Latin American authors and focuses on various issues, such as women's roles and human rights. These as well as other current events will provide topics for written assignments and oral presentations. *Pfaff*.

[Spn. 300-2 Advanced Conversation and

Composition 4 sem. hrs. Not offered in 1987-88.]

Prereq.: Spn. 245, or consent of the instructor.

An intensive course designed to stress both written and oral expression in the Spanish language. A discussion of the finer points of grammar and some work in stylistics will be included. Texts will be selected from works by contemporary authors.

Civilization Courses

[Spn. 325-1 Spanish Civilization 4 sem. hrs.

Prereq.: Spn. 245 or consent of the instructor.
Not offered in 1987-88.]

The course will explore historical factors that contributed to a distinctly Spanish culture within the traditions of Western Europe. Emphasis will be given to the Reconquest, the hegemony of Castile, the Generation of '98 and the "problem of Spain," and the Spanish civil war. Readings on the periods by contemporary writers as well as present-day historians.

Spn. 327-1 Hispanic-American Cultural History

4 sem. hrs.

Prereq.: Spn. 245 or consent of the instructor.

An introduction to the political, artistic, and intellectual history of the Spanish-speaking nations of the Western Hemisphere, with emphasis on Mexico, Peru, and Argentina. Special attention given to the historiography of the conquests of Mexico and Peru; Bolívar and the generation of 1810; the consequences of the Spanish-American War of 1898; and the Mexican Revolution of 1910. *Pfaff.*

[Spn. 329-2 Hispanic Culture as Seen Through

Film 4 sem. hrs. Not offered in 1987-88.]

This course is designed to study different aspects of Spanish and/or Latin-American culture through film. The topic will change from year to year to provide variety and the opportunity to discuss current events. Possible topics include: The Southern Cone in the '70s and '80s, Revolutionary Movements in Latin America, Women and their Roles in the Hispanic World, Spain after Franco. The course is open to non-concentrators and is taught in English.

Literature Courses

[Spn. 294-2 20th-Century Hispanic Drama

4 sem. hrs.

Prereq.: Spn. 202 or 210, Spn. 245, or consent of the instructor. Not offered in 1987-88.]

Readings of plays by major contemporary playwrights of Spain and Hispanic America, with critical discussion of the stylistic and social concerns that link these writers.

[Spn. 296-1 Introduction to the Literature of Latin America 4 sem. hrs. Not offered in

1987-88.]

Prereq.: Spn. 245 or consent of the instructor.

Critical readings of masterpieces by the major writers of Latin America. Introduction to the main trends in Latin American literature and thought, with emphasis on periods of significant interest: the *cronistas* and the colonial era, as well as the 19th and 20th centuries.

Spn. 298-1 Introduction to the Literature of Spain I 4 sem. hrs.

Prereq.: Spn. 245 or consent of the instructor.

Guided discussion of 16th- and 17th-century Spanish masterpieces including *Lazarillo de Tormes*, plays by Lope de Vega, Tirso de Molina, and Calderón de la Barca, as well as the minor prose of Cervantes. These major contributions to world literature are viewed against the background of the Golden Age, a period whose accomplishments and atrocities reflect the aftermath of the Spanish Inquisition. *Cohen.*

Spn. 299-2 Introduction to the Literature of Spain II 4 sem. hrs.

Prereq.: Spn. 245 or consent of the instructor.

Introduction to methods of literary analysis and criticism through a study of representative works of 19th- and 20th-century Spanish literature. Emphasis is given to the Generation of 1898, the poetic Generation of 1927, and contemporary fiction. Works by Miguel de Unamuno, Antonio Machado, Federico García Lorca, Miguel Hernández, and Juan Goytisolo. *Treacy.*

[Spn. 340-1 Cervantes 4 sem. hrs. Not offered in 1987-88.]

Prereq.: Spn. 245 or consent of the instructor.

The originality and impact of Cervantes' fiction. Partial emphasis on *Don Quixote* within the context of Cervantes' other works as well.

[Spn. 345-1 19th-Century Spanish Novel

4 sem. hrs.

Prereq.: Spn. 245 or consent of the instructor.
Not offered in 1987-88.]

Industrialization and political turmoil of 19th-century Spain increased the conflict between traditional beliefs and customs and desire for change and new freedoms. The course explores these tensions as they are presented by major novelists of the period. Study of the works of Benito Pérez Galdós, Leopoldo Alas, and Emilia Pardo Bazán.

Spn. 370-1 The Art of Revolution 4 sem. hrs.

The artist's view of revolutionary change in Latin-American fiction and poetry of the 1970s and '80s. Emphasis is given to the writer and alienation, literature as testimony, form and language of social protest, and the problem of artistic freedom and creativity in a revolutionary society. Works by Isabel Allende and Ariel Dorfman (Chile), Edmundo Desnoes and Heberto Padilla (Cuba), Manlio Argueta (El Salvador), Antonio Skármeta and Ernesto Cardenal (on Nicaragua), and Marta Traba (Argentina). The course is open to non-concentrators and is taught in English. *Treacy.*

[Spn. 380-2 The Contemporary Latin American Novel 4 sem. hrs. Not offered in 1987-88.]

Prereq.: Spn. 245 or consent of the instructor.

Thematic and stylistic study of the works of Juan Rulfo, Carlos Fuentes, Alejo Carpentier, Julio Cortazar, Mario Vargas Llosa, and Gabriel Garcia-Márquez.

Spn. 385-2 Multinational Corporations: A Latin American Perspective 4 sem. hrs.

Prereq.: Spn. 245 or consent of the instructor.

The seminar will focus on the cultural and ideological responses of leading Latin American intellectuals and writers to the presence of U.S.-owned enterprises in selected countries (Mexico, Argentina, Brazil, Chile, and Peru). *Pfaff.*

Spn. 387-1 Latin American Women Writers 4 sem. hrs.

Prereq.: Spn. 245 or consent of the instructor

The seminar will explore works by contemporary Latin-American women writers, which, though on a par with those of their male counterparts, have been widely neglected. Among the topics to be discussed are characterization of women's role delineation and the impact of society on women. Established authors will be read; however, special attention will be given to promising young writers. *Pfaff.*

[Spn. 390-1 Hispanic Women in the United States 4 sem hrs. Not offered in 1987-88.]

This course explores the cultural heritage of various groups of Hispanic women now living in the United States, including Puerto Ricans, Chicanos, Cuban emigrées, and refugees from Central America. The focus will be on Hispanic women's self-affirmation through literature. Open to non-concentrators and given in English. *Treacy.*

[Spn. 395-1 Seminar: Special Topics in Spanish 4 sem. hrs. Not offered in 1987-88.]

Field Work

Spn. 280-2 Migrant in the City: Field Work

Seminar on Puerto Rican Culture 4 sem. hrs.

Prereq.: consent of the instructor.

Class meetings detail the Puerto-Rican life experience and complement placements in Boston's Spanish-speaking community (arranged at bilingual schools, social service centers, government agencies, hospitals, etc.). Open to non-concentrators. Conducted in English. *Cohen.*

Independent Learning

Students who intend to investigate an area of interest through independent learning should consult with a member of the faculty well in advance.

Spn. 199-1, 2 Individual Study 4 sem. hrs.

Prereq.: consent of the instructor.

Spn. 250-1, 2 Independent Study 4 sem. hrs.

Prereq.: consent of the instructor.

Spn. 255-1, 2 Senior Thesis 8 sem. hrs.

Prereq.: consent of the instructor.

Spn. 350-1, 2 Graduate Independent Study 4 or 8 sem. hrs.

Prereq.: consent of the instructor.

Spn. 360-1, 2 Graduate Individual Study 4 or 8 sem. hrs.

Prereq.: consent of the instructor.

Courses offered in English

See individual listings for more details.

Frn. 325 French Cultural Myths and Realities

Rus. 325 Russian Civilization

Spn. 329 Hispanic Society as Seen Through Film

Spn. 370 The Art of Revolution

Spn. 390 Hispanic Women in the United States

Spn. 280 Migrant in the City: Field Work Seminar on Puerto Rican Culture

Faculty

Mary Jane Treacy, Ph.D. Associate Professor of Spanish and Chairman of the Department of Foreign Languages and Literatures

Charles R. Mackey, Ph.D. Professor of French and Dean of Humanities

Don H. McKeen, Ph.D. Professor of French and Foreign Study Adviser

Louise G. Cohen, Ph.D. Associate Professor of Spanish

*****Susan M. Keane, Ph.D.** Associate Professor of French and Coordinator of the OPEN Program

Helen Mamikonian, M.A. Associate Professor of Russian and French

Raquel Halty Pfaff, Ph.D. Associate Professor of Spanish

Deborah Fraioli, Ph.D. Assistant Professor of French

Mary Ellen Kiddle, Ph.D. Assistant Professor of Spanish

Maria Paz Staulo, M.A. Instructor in Spanish

N. Claire Ford Secretary for the Department of Foreign Languages and Literatures

***On sabbatical leave second semester 1987-88.

Department of History

Courses in history, whether they lead to a concentration in the subject or are taken to enrich a general education, prepare students for careers as teachers, reference librarians, archival researchers, professional historians, lawyers, or government officials. While many of these professional activities require further study in graduate school, others can be entered directly upon receipt of a bachelor's degree. Courses taken individually provide insights into the contemporary world situation and also into human experience in general.

Students electing a concentration in history alone may specialize in any one of its various fields. Specializations in European, American, African, Afro-American, and women's history may be arranged in consultation with the Department, and will normally consist of courses built upon general requirements.

A specialization will usually be constructed from seminars, specific topic courses, and courses emphasizing methodological or thematic approaches.

Courses titled Special Topics in History (see below) can be incorporated into a specialization upon student petition. *Students not concentrating in history alone* may choose to combine courses in history with those in another department and to construct for themselves, either according to pre-established guidelines or independently, a concentration specifically directed toward their particular goals. The Department recommends that first-semester *freshmen considering a concentration in history* take as their first course either His. 100 or 140. For *non-concentrators* who wish to study history for the purpose of educational enrichment, the Department recommends that they select from the following: His. 100, 115, 116, 120, 121, 127, 128, 140, 141, 146, 147, 157, or Afro-Amer. St. 110.

Concentration in History

The concentration in history is composed of 32 semester hours of history courses, plus the eight semester hours that satisfy the all-College independent study requirement. The courses are integrated into the concentration in such a way as to provide academic work in a range of periods, geographical areas, and cultural contexts. Most of the courses may be taken without prerequisites; however, the Department does recommend a sequence that begins with relatively introductory courses and progresses toward more specialized courses. Whatever the particular combination, the net effect as determined by the Department shall be that the spirit of distribution between American and European courses will be upheld.

Requirements for Students Who Entered the College Prior to September 1985

American history Eight semester hours
Modern European history Eight semester hours

Ancient or medieval history Four semester hours

African or Afro-American history Four semester hours

Specialization (to be arranged in consultation with the Department) Eight semester hours.

Beyond the concentration, the student must fulfill the College requirement of eight semester hours of independent study, four of which may be satisfied within the 32 semester hours of concentration. Ordinarily, the independent study requirement is fulfilled by concentrators with a course in historiography and another history course in which a substantial amount of independent study is included, or by student teaching in history. This latter course should be selected in consultation with the course instructor and the student's Departmental

adviser. Students must declare how they will fulfill the independent study requirement before the end of their junior year.

Requirements for Students Who Entered the College September 1985 and Thereafter

Category I: Introductory level. Any three courses chosen from the following, but no more than two courses may be chosen from a single geographical area:

His. 100 History of Western Civilization: Medieval to Modern, 1000-1715
His. 101 History of Western Civilization: The Enlightenment to the Present
His. 127 Europe in the 19th Century
His. 128 Europe in the 20th Century
His. 140 History of American Civilization I
His. 141 History of American Civilization II

Students considering a concentration in history are advised to complete Category I by the end of their sophomore year.

Category II: Specialization. Three courses in European history or American history or another subject area. One course in Category I may count in Category II.

Category III: Required subject matter courses. Three courses: one course in Afro-American or African history, one course in ancient or medieval history, and one course in women's history.

Category IV: Independent study. Two courses: one course in historiography (His. 296 or His. 298), plus one of the following:

His. 250 Independent Study
His. 255 Honors thesis (see honors in history below)
Upper-level history seminar
or
Approved independent study course from another department
Concentrators must declare how they plan to fulfill the independent study requirement before the end of their junior year.

Interdepartmental and Double Concentrations

Many opportunities exist for students who wish to combine courses in history with courses offered by another department. A student may propose an inter-departmental concentration in European studies or a double concentration such as history-secondary education. Other fields that lend themselves to such combinations with history are English, foreign languages and literatures, economics, education, government, sociology, and philosophy. The list is not intended to be restrictive; at the student's initiative, combinations with any department will be evaluated as a possible basis of a concentration. Another possible combination permits fulfilling requirements for the Master of Arts in Teaching degree (see the requirements on page 153), along with those leading to the B.A. Although the ordinary expectation is that the M.A.T. requires a fifth year of courses, with careful planning and effective advisement, that time may be shortened. Students interested in any of these concentrations should discuss their plans early in their college career with their adviser and the chairmen of the departments involved.

While registration in certain courses is limited, all courses are available to properly qualified students. Courses numbered in the 200's are especially suitable for advanced undergraduates. Graduate students may, under advisement, elect courses offered by the department.

Honors in History. An honors program is offered to qualified students who are eligible according to the College requirements designated on page 29. An honors candidate is required to register in His. 250, Independent Study, in the first semester of her senior year. Upon satisfactory completion of that course, she is then required to register in, and satisfactorily complete, His. 255, Directed Study: Senior Thesis. This course, along with a course in historiography, fulfills the College's independent learning requirement. The honors program, although open to any qualified student concentrating in history, is especially recommended to students intending to pursue their study of history or a related subject in graduate school.

Special Topics in History. The Department periodically offers special courses not normally covered in the curriculum. These courses are designed to survey specified geographical areas and topics, and will be rotated regularly with the objective of providing diverse coverage of regional and national histories. They will generally be offered one time only and will require no prerequisite courses.

Courses

General Courses

[His. 100-1 History of Western Civilization: Medieval to Modern, 1000-1715 4 sem. hrs. Not offered in 1987-88.]
The "first Europe" was a cosmopolitan and creative society ultimately organized around religion. This course studies its creation in the Middle Ages; its flowering in the days of knighthood, cathedrals, and poets; its culmination in the glories of the Renaissance; and its disintegration during and after the Reformation. Slides, movies, papers, and discussions. *Lyman. To be offered in 1988-89.*

His. 101-2 History of Western Civilization: The Enlightenment to the Present 4 sem. hrs.
Beginning with the reign of Louis XIV, this course presents an integrated approach to the Old Regime and the Enlightenment and to the relationship of both to the French Revolution. That revolution will then be viewed in relation to liberal and national movements, as well as to the industrialization of Europe in the 19th century. World War I and the Russian Revolution will be presented as a watershed between rather distinct periods; issues distinguishing the 20th century will be highlighted. *Hunter.*

His. 115-1 Colonial Boston: 1630-1776 4 sem. hrs.

A survey of the history of colonial Boston from its founding in 1630 to the outbreak of the Revolution. Designed for the general student, the course will investigate Puritan ideology; the growth of the society and the social, political, economic, and religious strains it experienced; and the factors leading to the development of revolutionary sentiment. Appropriate readings in primary and secondary sources, visual aids, museum visits, and walking tours will constitute the approach of the course. *Halko.*

His. 116-1 New Approaches to History 4 sem. hrs.

Two case studies—witchcraft and Hitler—show history's need for connections with anthropology, psychology, quantification, and sociology. What motivated the persecutors? How were victims identified and isolated? Why does intolerance occasionally explode into a murderous epidemic? *Lyman.*

[His. 119-2 History of the Family 4 sem. hrs. Not offered in 1987-88.]

The family, our most resilient and universal institution, has always been the major vehicle for educating and socializing the young and for bridging the generations. To study varieties of the family across time and cultures, we use materials and techniques from many disciplines. Key questions: How has the Western family handled the stress of modernization since 1800? What are the origins of contemporary family styles? How can you explore your own roots? *Lyman. To be offered in 1988-89.*

[His. 218-1 Historic Preservation: Seminar

4 sem. hrs. Not offered in 1987-88.]

How can the physical world of previous generations be adapted and recycled for contemporary use? Why should we (and how can we) preserve buildings, areas, and whole towns? What connects our sense of self with our awareness of place and time? Field trips, interdisciplinary readings, multi-media projects. *Lyman. To be offered in 1989-90.*

His. 296-1 European Historiography: Seminar

4 sem. hrs.

The course is divided into two nearly equal parts. The first is devoted to a schematic survey of the writings of historians from the earliest times to the present and to an analysis of their approaches to their subjects. The second is designed to enable students to apply their historical sensitivity to problems associated with the historiography of the French Revolution. *Hunter.*

[His. 298-1 American Historiography: Seminar

4 sem. hrs. Not offered in 1987-88.]

An analysis of the assumptions and methodologies of American historians from the 17th century to the present as related to the topic of Puritanism.

Halko. To be offered in 1988-89.

Europe

His. 120-1 Ancient Near East *4 sem. hrs.*

An examination of the development of civilization in the Near East, including recent discoveries in prehistory and accounts of life in Mesopotamia, Egypt, and Israel. *Lyman.*

[His. 121-1 Greek History *4 sem. hrs. Not offered in 1987-88.]*

A review and analysis of the life and achievements of ancient Greek civilization from Mycenaean to Hellenistic times. *Lyman. To be offered in 1988-89.*

[His. 122-2 Roman History *4 sem. hrs. Not offered in 1987-88.]*

A survey of Roman civilization from the foundation to the fall. Special emphasis on social, economic, constitutional, and cultural topics. Much class time devoted to interpretation of sources and to techniques for studying ancient civilizations. *Lyman. To be offered in 1989-90.*

[His. 123-2 Medieval History *4 sem. hrs. Not offered in 1987-88.]*

Selected aspects of medieval civilization, beginning with the fourth and ending with the 15th century. Emphasis on social and economic organization and cultural patterns. Special attention given to northwest Europe. *Lyman. To be offered in 1990-91.*

His. 126-2 Renaissance and Reformation:

1300-1650 4 sem. hrs.

A survey of major developments in culture and religion and their impact on the society of early modern Europe. The course, designed for the general student, will explore the cultural dimensions of both periods by examining their art, architecture, music, philosophy, and science. Slides, records, films, and museum trips will be used extensively. *Halko.*

His. 127-1 Europe in the 19th Century

4 sem. hrs.

This course emphasizes two themes: 1) those intellectual, economic, technological, and political factors that created and maintained European dominance during the 19th century—and made it seem inevitable and good; and 2) those dynamic factors that, although then promoting the power and pride of Europe, would lead to their erosion in the 20th century. *Hunter.*

His. 128-2 Europe in the World of the 20th Century *4 sem. hrs.*

This course focuses on the overlapping impacts of World Wars I and II, the Russian Revolution, and other challenges to assumptions and realities inherited by contemporary Europe from the 19th century. Thus, close attention will be paid to such topics as the Nazi movement, the contemporary forms of socialism, the Great Depression, the applications of Freudian thought, and the relative decline of European power. *Hunter.*

[His. 132-2 History of Modern France *4 sem. hrs. Not offered in 1987-88.]*

This course follows and interprets the history of France from the time of her position of pre-eminence under Louis XIV and during the French Revolution to her humiliation in 1940 and her recovery as a partner in the European community of the 1980s. *Hunter.*

[His. 133-1 History of Russia to 1917 *4 sem. hrs. Not offered in 1987-88.]*

The course focuses on those issues and circumstances that both differentiate Russian history from and yet link it to that of other peoples. Attention will be paid to Russian expansion, major rulers, cultural achievements, persisting problems, and protest movements. Although prerevolutionary Russian history will be treated primarily as important in itself, it will also be presented as a background to an understanding of Russia's place in the contemporary world. *Hunter. To be offered in 1988-89.*

His. 134-2 History of Soviet Russia 4 sem. hrs.
This course begins by establishing a context for the Russian Revolution of 1917. It proceeds chronologically, but with a special effort to search out how characteristics that can be thought of as "Russian" mesh with characteristics that can be thought of as communistic. Considerable attention will also be placed on the relationship of Soviet Russia—and its ideology—to other countries. *Hunter.*

His. 138-1 Tudor-Stuart England: 1485-1714 4 sem. hrs.

An examination of the crucial political, religious, economic, social, and intellectual developments that transformed England from a medieval to a modern society. Topics receiving general emphasis are the English Reformation, the Renaissance in England, the Civil War of the 1640s, and the Glorious Revolution of 1688-89. *Halko.*

[**His. 235-1 World War I: Seminar 4 sem. hrs.**

Not offered in 1987-88.]

Starting with the reading of such works as Solzhenitsyn's *August 1914* and Tuchman's *Guns of August*, the class will seek to arrive at an understanding of why the war opened a chasm that nearly unbridgeably divides our era from that of the Victorians. *Hunter.*

[**His. 236-1 The French and Russian Revolutions: Seminar 4 sem. hrs.** Not offered in 1987-88.]

A comparative study of the two European revolutions that profoundly inspired or shocked modern history. This course will look closely into the revolutions in search of meanings rather than of factual details. However, sufficient factual material will be provided to enable students starting with little information but some sensitivity to the past, whether acquired in history courses or in those of other humanistic or social scientific disciplines, to benefit from the course. *Hunter.*

His. 237-2 History of European Cooperation: Seminar 4 sem. hrs.

Current institutions of European cooperation (e.g., NATO, EEC) defy many of the truths of European history as customarily viewed by historians. Although competition and national pride persist, Europe is in many significant regards a functional entity. The purpose of this course is to examine the processes that led to this remarkable outcome. *Hunter.*

United States

His. 140-1, 141-2 History of American Civilization, I and II 4 or 8 sem. hrs.

Offered as a year-long course, or either half may be taken separately.

His. 140-1: Topical development of American political and social institutions from the 18th century through the Reconstruction period. *Halko.*

His. 141-2: Beginning with a consideration of the implications of Reconstruction, the course will survey major economic problems in the new Industrial Age, the role of minorities in shaping urban development, the liberal spirit of reform, and the rise of America to world power. *Halko.*

His. 145-2 History of American Cities

4 sem. hrs.

In two lifespans, Americans have switched from rural to urban living. How and why did this change occur? What and who selects certain places for growth and glamour? How have American people handled these new experiences in public policy, invention, art, and literature? *Lyman.*

[**His. 146-1 The Afro-American Experience from Colonial Times to Reconstruction 4 sem. hrs.**

Not offered in 1987-88.]

Vital to an understanding of the forces, values, and conditions that have shaped the lives of all Americans is the Afro-American experience. This course approaches black history as an inseparable aspect of United States history. It begins with the arrival in Virginia in 1619 of Africans in bondage and concludes with the Civil War and the postwar Reconstruction. Through the study of original materials, significant historical writings, film and literary works, the course gives special attention to slavery, blacks in the American Revolution, the abolitionist movement, blacks in the Civil War, and efforts to create a new post-slavery society in the South. *Solomon. To be offered in 1988-89.*

His. 147-2 The Afro-American Experience from Reconstruction to the 1980s 4 sem. hrs.

This course continues the explorations of History 146. Utilizing documentary sources, visual materials, and historical works, the course focuses upon the defeat of Reconstruction, blacks and the emergence of imperialism, migrations and urbanization, Afro-Americans and the world wars, the Harlem Renaissance, blacks and the Great Depression, and postwar movements from civil rights to black power to the present-day battle for freedom and justice.

His. 151-2 American Constitutional History: 1789 to the Present 4 sem. hrs.

The development of American law as reflected in historical judicial decisions. The course traces the history of the Supreme Court through the major crises of American history: states' rights versus nationalism in the 19th century, and human rights and civil liberties in the 20th. *Halko.*

[His. 152-1 Race and Society 4 sem. hrs. Not offered in 1987-88.]

An historical analysis of race relations and racism in the United States. Race and the ideology of racism will be examined within the framework of black-white power relations, native Americans and the dominant society, Chicano and other Spanish-speaking communities, and ideas and practices of white movements and institutions. *Solomon.*

His. 153-2 United States Foreign Policy from 1900 to 1945 4 sem. hrs.

The United States at the start of the 20th century had become one of the world's leading industrial powers. Its growing economic and strategic interests in the global arena were considered by American leaders to be essential to internal stability and progress. This course explores that global involvement—its origins and underlying values—as well as ensuing problems, tensions, and conflicts that arose in relation to American diplomacy. A range of foreign policy issues, from the emergence of imperialism to the cold war, will be considered.

His. 154-1 The Great Depression 4 sem. hrs.

Prereq.: His. 140 and 141 or consent of the instructor.

An examination of the intellectual and social movements of the 1930s. The politics of the New Deal, along with literary and intellectual currents, will be considered. Films, records, and eyewitness accounts of the Depression will be utilized.

[His. 155-1 Social Forces in American History 4 sem. hrs. Not offered in 1987-88.]

Throughout the nation's history, protest movements have attempted to alter or transform the society's basic social conditions and relations. The legacy of these movements provides a rich source of study—not only of the character of dissent in America but of the nature of the larger society itself. The activities of the labor movement, the civil rights movement, and movements of youth and students will be examined in interaction with the wielders of political and social power. *Solomon.*

His. 157-1 Women in American History: 1600-1900 4 sem. hrs.

This course explores women's lives from colonial times to 1900. We will use women's writings and other documents, such as sermons, oral histories, and films, to evaluate the ways that women interpreted the roles they were expected to play. We will study the lives of black, native American, immigrant, working, and middle-class women, noting class and ethnic differences and also those women's issues that transcend race and class. Finally, we will analyze women's protest and dissent movements during these years. *Crumpacker.*

[His. 158-1 The Cold War and the Arms Race 4 sem. hrs. Not offered in 1987-88.]

The course examines the origins of the cold war in the dramatically altered balance of international forces at the end of World War II. It explores the historical development of atomic and nuclear weapons and the changed historic circumstances engendered by those weapons. The course also examines the historic impact of Third World revolutions, as well as the surge toward detente, the emergence of a new phase of the cold war, and the growing danger of thermonuclear war in the late 1970s and 1980s. *Solomon. To be offered in 1988-89.*

His. 160-2 American History Through Novels and Film 4 sem. hrs.

As American society evolved into the most successful commercial-industrial civilization hitherto known, American culture often revealed tensions and conflicts within the national experience: the longing to preserve a republican past as industrialism and urbanism advanced; individual acquisitiveness versus transcendence, community versus individualism, and puritanism versus spontaneity; and tensions wrought by war, racism, and labor conflict. Such nontraditional source materials as novels, plays, and films, as well as historical writings, will be used to explore these conflicts.

[His. 164-2 20th-Century American Women 4 sem. hrs. Not offered in 1987-88.]

An examination of the work and lives of women in 20th-century America, with special emphasis on the dichotomy between cultural images of women and their responses to societal expectations. Analysis of the effect on women's lives of the 1920s revolution in manners and morals, the Depression, the two world wars, the feminine mystique of the 1950s, and the resurgence of feminism in the 1960s and 1970s. Sources will include oral histories, novels, popular literature, film, and other media. *Crumpacker. To be offered in 1988-89.*

[His. 243-2 The Puritans: Seminar 4 sem. hrs. Not offered in 1987-88.]

Prereq.: His. 115 or consent of the instructor.

A close analysis of the nature of Puritanism as a religious phenomenon, and its social, political, and economic impact on the early history of Massachusetts Bay. A major research paper will be required of each student. *Halko.*

His. 246-2 Women and Work in 20th-Century America 4 sem. hrs.

Prereq.: His. 141 or 164, or consent of the instructor.

An examination of the history of women workers from 1890 to the present, focusing on three time periods: 1890 to 1920 (the organization of female industrial workers, the professionalization of women's work, and the emergence of new work for women, especially in white collar and service sectors); 1929 to 1949 (the effects of the Depression and World War II on women workers and their families); and 1960 to 1980 (the immense impact of today's economy and the women's movement on women's self-definition as workers and family members). The Simmons Archives, government documents, and oral histories provide primary resources for student projects. *Dunn.*

[His. 247-1 Du Bois: Seminar 4 sem. hrs. Not offered in 1987-88.]

Prereq.: His. 146, 147, 152, or consent of the instructor.

An intensive study of the life and writings of W.E.B. Du Bois and the impact of his work upon the main currents of black thought and movement in the 20th century. Readings will be drawn from rapidly expanding published literature. *Solomon.*

[His. 248-2 The Recent Past in America: 1945 to the Present: Seminar 4 sem. hrs. Not offered in 1987-88.]

Prereq.: work in a chronologically appropriate course in American history or literature or consent of the instructor.

An analysis of the social, intellectual, and cultural currents of post-World War II America. The consequences of the war, the bomb, McCarthyism, and the estrangement and dissent of the 1960s will be considered. Works of fiction, drama, and political and social criticism will be examined. Each student will present a report on an aspect of the course and take an oral final examination.

Solomon. To be offered in 1988-89.

Africa

His. 177-1 African Roots of American History 4 sem. hrs.

This course will examine the historical and cultural background of African peoples involuntarily relocated in the Americas. Interdisciplinary in approach and method, the course will survey African history from early times to the period of enslavement. Students will concentrate on the religious, political, and cultural structure in several parts of Africa, leading to a comparative appreciation of the specific settings from which Afro-Americans were taken. The course will lay a base for an accurate understanding of Africans in America by systematically exploring their experiences before forced migration. *Nteta.*

Special Topics in History

The Special Topics in History courses are designed to survey specified geographical areas and topics not normally covered by the Department of History. Areas and topics will be regularly rotated, with the objective of providing more diverse coverage of regional and national histories. The course for 1987-88 will explore modern Japan. There are no prerequisites for these courses, and prior knowledge is not assumed.

[His. 178-2 The Rise of Modern China 4 sem. hrs. Not offered in 1987-88.]

Included in the course will be a brief review of traditional Chinese civilization before the 19th century, the impact of foreign spheres of influence on China in the 19th century, the struggle to transform China from a fragmented, feudal society to a modern nation, the post-World War II revolution, and the emergence of the People's Republic of China. The course will touch upon social, political, economic, and intellectual themes in modern Chinese life. *Members of the Department.*

[His. 179-1 Topics in Latin American History: Central America and the Caribbean 4 sem. hrs. Not offered in 1987-88.]

The course will survey the development of the region's economic and social life from 1492 to the present, and will concentrate on contemporary forces, such as the economy, politics, and social relations. Special emphasis will be given to the impact of the United States on the region and to present-day economic relations, power structures, and social changes. *Members of the Department.*

[His. 180-2 The Middle East in the Modern World 4 sem. hrs. Not offered in 1987-88.]

This course will survey the political, cultural, religious, and economic roots of the Middle East. It will concentrate on post-World War I regional developments: the emergence of states carved by the victors in World War I, the rise of Arab nationalism, the centrality of oil in imperial rivalries, the Palestinian issue as a regional and global problem, the birth of Israel and the Arab-Israeli conflict, intraregional developments (especially the impact of contemporary Islamic and national liberation movements), and the role of the United States in the region. *Members of the Department.*

[His. 181-1 India: Classical and Modern 4 sem. hrs. Not offered in 1987-88.]

This course will explore the richness and depth of Indian culture, religion, and philosophy. It will also trace India's economic and political development through British colonial rule to independence in the post-World War II years, to the India-Pakistan partition, to the development of the Indian political system, to India's role as leader of the modern nonaligned movement, and, finally, to the emergence of India as a nuclear power. Special attention will be given to the Gandhian traditions of nonviolence and to India's contemporary foreign policy. *Members of the Department.*

His. 182-2 Modern Japan 4 sem. hrs.

The main purpose of this course is to examine the rise and fall of imperial Japan from around 1850 to 1945. In addition, this course examines certain trends since 1945. It is the story of a nation that mistook military prowess and authoritarian government for national honor. The topics of discussion include factors that led Japan to this misconception and its historical consequences. *Members of the Department.*

[His. 183-2 The Arab-Israeli Conflict: A History 4 sem. hrs. Not offered in 1987-88.]

The course will examine the Arab-Israeli conflict in an historical perspective. It will explore Palestinian society and culture before 1948 and the status of Palestinians after the creation of the State of Israel. It will consider the birth of Zionist ideology and the application of Zionism in Palestine. British, French, and American interests in the Middle East will be surveyed as will, of course, Arab-Israeli relations. A variety of sources will be assigned to introduce the student to the range of conflicting opinions on the subject. *Members of the Department.*

[His. 184-2 South Africa: The Struggle for Black Liberation 4 sem. hrs. Not offered in 1987-88.]

The course will explore the history of black-white struggle in South Africa. A historical overview from the mid-17th century to modern times will be given. Emphasis will be placed on the contemporary period beginning with the Sharpeville massacre in 1960 and stressing the emergence of the black independence labor movement in 1970s. *Nteta.*

His. 199-1, 2 Individual Study 4 or 8 sem. hrs.
Members of the Department.

His. 250-1, 2 Independent Study 4 sem. hrs.
Members of the Department.

His. 255-2 Directed Study: Senior Thesis 8 sem. hrs.

Prereq.: His. 250 and 296 or 298 and consent of the Department.

Required for honors candidates in history. Includes a senior thesis and a comprehensive examination. *N.B.* Honors candidates are required to register in His. 250, Independent Study, in the first semester of their senior year. Upon satisfactory completion of that course, candidates are then required to register in His. 255. *Members of the Department.*

Interdepartmental Courses

Edu. 374-1 Curriculum and Methods of Teaching History and the Social Sciences at the High School or Middle School Level 4 sem. hrs.

See page 58 for description. Administered jointly by the departments of Education and History. *Dunn.*

Afro-Amer. St. 110-1 The Black Woman in America 4 sem. hrs.

See page 135 for description. *Members of the faculty.*

Afro-Amer. St. 111-2 Afro-American Autobiography 4 sem. hrs.

See page 135 for description. *Members of the faculty.*

Amer. St. 186-2 Part II: American Women's Voices, 1840-1980 4 sem. hrs.

See page 138 for description. *Crumpacker.*

Faculty

Richard Bardwell Lyman, Jr., Ph.D. Professor of History and Chairman of the Department of History

Henry J. Halko, Ph.D. Professor of History

John Cleary Hunter, Ph.D. Professor of History

***Mark I. Solomon, Ph.D.** Professor of History

Laurie Taylor Crumpacker, Ph.D. Associate Professor of History, Coordinator of the Women's Studies Program, and Director of the Graduate Program in Liberal Studies

Christopher Nteta, Th.M. Special Instructor in History

Debra Bloom Secretary for the Department of History and the Women's Studies Program

*On sabbatical leave entire year 1987-88.

Department of Management

The curriculum in the Department of Management has been developed as an educationally broadening experience with both structure and flexibility. This concept assures students basic preparation for a career in management, and, at the same time, allows for their individual preferences for professional advancement. The relationship between theory and practice provides the opportunity for challenge and creativity in a career in management.

The purpose of the Department of Management is to provide students with an understanding of the principles of management that provide career preparation in all areas where there is a management component. This includes profit and nonprofit organizations, as well as the public and private sectors.

The Department of Management offers concentrations in management, accounting, finance, and international management. Within the management concentration, the student may specialize in marketing, management of information systems, operations management, or human resource management; or the student may choose to pursue a more general course of study and explore the various areas of management.

The Department believes that students must work closely with their advisers in planning their concentration in management. Students should seek a Departmental adviser as soon as their interests become focused, or if they wish to explore the possibilities of this concentration. Students are assigned advisers by applying to the Department. Students are advised to declare management as a concentration in their sophomore year so that a Departmental adviser may be assigned.

Concentration in Management

The management concentrator is required to complete satisfactorily 12

courses in the Management Department curriculum, in addition to prerequisite courses in economics and mathematics. Ten of the management courses are required courses, and the other two are to be chosen from the upper-level Management Department courses.

Prerequisites. The prerequisites for a concentration in management are as follows:

Eco. 101	Principles of Macroeconomics
Eco. 102	Principles of Microeconomics
Mth. 108	Introductory Statistics
Mth. 109	Mathematics of Decision Making, or a mathematics course, or sequence of courses, approved by the Chairman of the Management Department.

The core courses are designed to provide the student with broad exposure to the basic theoretical and applied areas of management. The following courses comprise the required core for management concentrators:

Mgt. 120	Financial Accounting
Mgt. 121	Managerial Accounting
Mgt. 133	Dynamics of Management
Mgt. 134	Communications in Management
Mgt. 140	Managerial Finance
Mgt. 150	Marketing
Mgt. 221	Behavioral Implications for Women in Management

Completion of these courses will prepare the student to choose a specific area of management in which to specialize.

The student will complete at least eight semester hours of courses in a specific area of management or general areas of management, which are to be chosen from the Management Department course offerings in consultation

with her Department adviser. If the student chooses to specialize, she may select from such areas as the following:

Accounting
Health Care Management
Human Resource Management
Management of Information Systems
Marketing
Operations Management
Organizational Management

During her senior year, a student is required to complete Mgt. 290, Advanced Management Seminar. This course is the capstone of the management concentration, and it provides the student with the challenge of integrating her knowledge of all fields of management. In order to provide the management concentrator with practical experience, she is required to take either Mgt. 270, Internship, or Mgt. 250, Independent Study. These courses expose her to actual organizations and their problems, and permit the student, under the guidance of a faculty member, to tentatively test her understanding of the process of management as she observes it in practice. Mgt. 290, when followed by either Mgt. 250 or Mgt. 270, satisfies the College's independent learning requirement.

Concentration in Accounting

Accounting is the "language of business." Accountants design the systems and techniques and institute the policies, rules, and procedures to provide the information needed by decision makers, regulators, investors, employees, and other interested individuals to make informed judgments. For example, the management of a corporation or organization relies on the accountant to provide the information needed to conduct its daily operations, to evaluate its performance, to assist in planning for future periods, and to assess its budgetary and financial controls.

The concentration in accounting is designed to fulfill the needs of women intending to pursue careers as certified public accountants or certified management accountants, or in management advisory services. Many opportunities are available for entry-level positions with public accounting firms, corporations, financial institutions, consulting firms, nonprofit organizations, and government departments and agencies.

Prerequisites

Eco. 101	Principles of Macroeconomics
Eco. 102	Principles of Microeconomics
Mth. 108	Introductory Statistics
Mth. 109	Mathematics of Decision Making

Requirements

Mgt. 120	Financial Accounting
Mgt. 121	Managerial Accounting
Mgt. 200	Intermediate Accounting I
Mgt. 201	Intermediate Accounting II
Mgt. 207	Taxation
Mgt. 208	Auditing
Mgt. 221	Behavioral Implications for Women in Management

A student will complete at least eight semester hours from the following list of elective courses. The plan of study will be prepared cooperatively by the student and her adviser. A student may select any two of the following courses:

Mgt. 140	Managerial Finance
Mgt. 180	Business Law
Mgt. 186	Management of Information Systems
Mgt. 205	Cost Accounting Analysis
Mgt. 209	Advanced Accounting
Eco. 131	Money and Banking
Eco. 142	Managerial Economics
Mth. 156	Introduction to COBOL Programming
Mth. 176	Introduction to FORTRAN Programming

During her senior year, a student will take Mgt. 290, Advanced Management Seminar, and either Mgt. 250, Independent Study, or Mgt. 270, Internship. Either sequence will satisfy the College's independent learning requirement.

Concentration in Finance

We live in a money economy. To live most effectively we must be aware of the interrelationships of the various components that comprise our economic society.

This concentration offers an integrated approach to the conceptual and operational aspects of business and investment finance, the functions of financial institutions and money markets, the dynamics of financial administration, and the economic and managerial implications of business transactions as they relate to industrial and business corporations, public organizations, governmental units, educational institutions, and service agencies.

The finance concentration is designed to fulfill the needs of those students who wish to go to graduate school, as well as those who wish to become employed upon graduation. Many opportunities are available in such areas as commercial, savings, and investment banking; insurance; brokerage firms; financial departments of business and nonbusiness organizations; and financial administration in government.

The plan of study, to be prepared cooperatively by the student and her adviser, will consist of a combination of theory and applied-theory areas of study individually tailored to the career or graduate school goals of the student in a flexible, yet clearly focused, direction.

Prerequisites

Eco. 101 Principles of Macroeconomics
Eco. 102 Principles of Microeconomics

Mth. 108 Introductory Statistics
Mth. 109 Mathematics of Decision Making

Requirements

Eco. 131	Money and Banking
Mgt. 120	Financial Accounting
Mgt. 121	Managerial Accounting
Mgt. 140	Managerial Finance
Mgt. 210	Monetary Management
Mgt. 211	Stock Market Investments
Mgt. 221	Behavioral Implications for Women in Management

Select any two of the following courses:

Eco. 142	Managerial Economics
Eco. 181	International Economics
Mgt. 186	Management of Information Systems
Mgt. 215	Corporate Financial Planning and Strategy
Mgt. 227	Production Management
Mth. 179	Statistics in Research

The independent learning requirement will be satisfied by taking Mgt. 290, Advanced Management Seminar, and either independent study, Mgt. 250, or internship, Mgt. 270. Either sequence will satisfy the College's independent learning requirement.

Concentration in International Management

American companies have subsidiaries in foreign countries; foreign companies have offices in this country. This situation has led to an increased demand for persons in management with strong language backgrounds. The export-import business and the location of government bureaus in foreign countries provide opportunities for persons with a combination of language and management competencies.

There are opportunities for persons with such competencies who wish placement either in the United States or abroad. The increased sophistication of

international business and the opening of more opportunities for women in management have combined to make the field particularly attractive to women with a strong career motivation.

Requirements. The student concentrating in international management pursues a course of study designed to provide her with a substantive background in management and a foreign language. She will design her program after consultation with her two advisers, one in the Department of Management, the other in the Department of Foreign Languages and Literatures. The program is balanced in such a way as to develop basic management competencies and familiarize the student with key topics and complexities of international management. At present, this concentration can only be undertaken in French or Spanish.

I. Management Component

Prerequisites

- Eco. 101 Principles of Macroeconomics
- Eco. 102 Principles of Microeconomics
- Mth. 109 Mathematics of Decision Making

Requirements

- Mgt. 120 Financial Accounting
- Mgt. 133 Dynamics of Management
- Mgt. 150 Marketing
- Mgt. 165 International Management
- Mgt. 221 Behavioral Implications for Women in Management
- Mgt. 240 International Marketing

II. Language Component

Students will also complete a minimum of 16 semester hours of advanced foreign language courses above the 210 level, to be distributed in the following manner:

One language course, 245 or 300

One civilization course

One literature course

One elective

Students are encouraged to study abroad, but are expected to take a minimum of eight semester hours at Simmons, including at least four semester hours upon their return from foreign study.

III. Independent Learning Component

International management concentrators are also required to take Independent Study (250) and Senior Seminar (290) in either the Department of Management or the Department of Foreign Languages and Literatures. For further information about this program, please contact Marilyn Mackey, Department of Management, or Raquel Halty Pfaff, Department of Foreign Languages and Literatures.

Joint and Interdepartmental Concentrations

For information about the joint mathematics-management concentration, or about the interdepartmental arts administration concentration, students should consult with the chairmen of the departments involved.

Management of Minority Enterprises.

The Department of Management is concerned with minority groups achieving their goals in business and community leadership. The Department has thus incorporated into existing courses some cases concerning minority institutions. A special course, Mgt. 131, Organizational Pursuits from a Black Perspective, has been developed. A person interested in minority enterprises should consider combining Afro-American Studies with a concentration in management.

Graduate Programs

For information about the Graduate School of Management, see page 163.

Courses

All management courses require at least sophomore standing.

Mgt. 120-1, 2 Financial Accounting 4 sem. hrs.
Prereq.: sophomore standing.

Current and recommended concepts of accounting. Major emphasis on financial control and its attendant implications in the decision-making process. Special attention to financial statements and their interrelationships. Analysis and interpretation of accounting data and their related significance to financial problems of the entity. *Parente, Mackey, Huff.*

Mgt. 121-1, 2 Managerial Accounting 4 sem. hrs.
Prereq.: Mgt. 120.

A logical continuation of accounting. Accounting processes are explored concomitantly with generally accepted accounting theories. Partnerships. Comprehensive coverage of corporate operations. Cash flows, budgetary controls, cost relations. Opportunity to compare, create, and discover effectual means of solving managerial and accounting-based problems. *Parente, Mackey, Huff.*

Mgt. 131-2 Organizational Pursuits from a Black Perspective 4 sem. hrs.

Designed to give minorities maximum opportunity, through the development of broad business and management concepts, to assess present and future environmental trends in relationship to how they might affect the minority community in question. Analysis of various leadership styles peculiar to their particular ethnic group, giving consideration to the implication of adopting similar or different management styles. Review of present community institutions, with a chance to redesign or to create entirely new organizational structures. *Members of the Department.*

Mgt. 133-1, 2 Dynamics of Management 4 sem. hrs.

Prereq.: sophomore standing.

An introduction to the various functions, processes, and activities of management. Emphasis on the development and functioning of organizations and the role of management in making organizations effective and efficient. Strong emphasis on developing competence as a decision maker through case analyses, discussions, and exercises. It is recommended that Eco. 102 be taken before Mgt. 133, or concurrently. *Moore.*

Mgt. 134-1, 2 Communications in Management 4 sem. hrs.

Prereq.: Mgt. 133.

This course covers the theoretical and practical application of communication systems and principles. Attention is given to communication channels, models, and processes. Oral and written expression is studied to accomplish the organizational and interpersonal objectives necessary for success in working with and influencing other persons. Principles are developed through use of cases involving writing business letters, reports, and memoranda; and conducting conferences, interviews, platform presentations, and other forms of oral communications. *Betters-Reed.*

Mgt. 140-1, 2 Managerial Finance 4 sem. hrs.

Prereq.: Mgt. 120, 121, Mth. 108, and Mth. 109. Relevant theories of financing business organizations are reported through case study problems combining the theoretical and environmental frames of reference. Financial and economic alternatives considered in the determination of policy and related resources desirable for obtaining, managing, and using capital funds for optimum results. *Echevarria.*

Mgt. 150-1, 2 Marketing 4 sem. hrs.

Prereq.: Mgt. 120, 133, Eco. 101, 102, and Mth. 109.

An introduction to the concepts of marketing management: philosophy, strategy, and planning. The course analyzes the ways in which goods move from production into consumption. Particular emphasis on the role of marketing, consumer behavior, marketing mix, and marketer in American business. *Kechris.*

Mgt. 151-1 Issues in Consumer Protection 4 sem. hrs.

Considers the origin and growth of the consumer protection movement, the role and effect of regulatory agencies, and the sources of conflict between consumer concerns and the commonly perceived needs of the free market system.

Specifically examines advertising as related to consumer protection, problems of special consumer groups, and mechanisms available for consumer redress. *Bevacqua.*

Mgt. 165-1 International Management

4 sem. hrs.

Prereq.: Mgt. 120, 133.

The field of international business is studied from macro and micro perspectives. Elements of the international business environment, such as the international monetary system and cultural, behavioral, and legal/political constraints, are examined. The challenges that host governments and multinational organizations present to multinational firms are investigated. Multinational corporate finance, production, personnel, and organizational strategies are examined. *Kechris.*

Mgt. 180-1, 2 Business Law 4 sem. hrs.

A study of the legal principles governing business conduct and their impact on business policy. This course examines employer-employee and principal-agent relationships, incorporation, partnership, real and personal property, contracts, leases, legal substitutes for money, sales, insurance, bankruptcy, descendants' estates, and trusts. Guest lecturers, cases, and field trips. *Warren.*

Mgt. 182-1 Business and Its Environment

4 sem. hrs.

The examination of business actions and their impact on contemporary society. Emphasis will be placed on analyzing and evaluating the interaction of the external (political, social, legal, economic, etc.) and internal (employees, stockholders, management) forces that establish the stimulus-response mechanism between business and its environment. It is recommended that Eco. 101 be taken before Mgt. 182, or concurrently. *Members of the Department.*

Mgt. 186-1 Management of Information

Systems 4 sem. hrs.

Prereq.: Mgt. 120, 133, Chm. 101 or another programming course, or consent of the instructor.

Concepts of computer science and its significance to management decision making. Capabilities of computers as aids in forecasting, problem solving, and decision making. Impact on business of various data processing systems. Students will learn to evaluate existing systems in terms of particular organizational needs to create appropriate adaptations. *Members of the Department.*

Mgt. 190-1, 2 Special Topics in Management:

Seminar 4 sem. hrs.

Prereq.: consent of the instructor.

This course is designed to cover current trends in management and other topics in which students express interest that are not a part of other course offerings. Past (and potential future) topics include corporate financial strategy, planning and modeling, controllership, health care management systems, and entrepreneurship. *Members of the Department.*

Mgt. 200-1 Intermediate Accounting I

4 sem. hrs.

Prereq.: Mgt. 121.

Accounting theory is emphasized throughout to modify the rigor of accounting material to ease the transition upward from the financial and managerial accounting courses. In-depth coverage of such areas as theoretical foundation of accounting and reporting, inventory flow and matching procedures, liability and income-tax measurements, operational assets, and increased application of future- and present-value concepts in the valuation process. *Mackey, Huff.*

Mgt. 201-2 Intermediate Accounting II

4 sem. hrs.

Prereq.: Mgt. 200.

Reflects the important advances that have taken place in accounting theory and practice. Particular emphasis is placed on the changing nature of contemporary principles and practices, and the analysis for recording purposes of the increasingly complex transactions that arise as a result of the economic environment. A thorough preparation for advanced courses, making use of all the recent pronouncements of the American Institute of Certified Public Accountants, Financial Accounting Standards Board, Securities and Exchange Commission, and Accounting Principles Board as they relate to contraction and expansion of corporate capital, investments in equity securities, statements of changes in financial position, financial analyses, and price-level and fair-value accounting. *Mackey, Huff.*

Mgt. 205-2 Cost Accounting Analysis 4 sem. hrs.

Prereq.: Mgt. 120, 121.

Cost determination, procedures, controls, and analysis are developed by interpretation of the three cost elements: materials, labor, and overhead. Application to the job cost system, process cost system, and standard cost system. Emphasis on managerial usefulness of cost accounting data in the evaluation of alternative courses of action. *Mackey, Huff.*

Mgt. 207-2 Taxation 4 sem. hrs.

Prereq.: Mgt. 120, 121.

Strong emphasis on individual income-tax preparation, together with some explanation of partnership and corporation income-tax procedures. Cohesive coverage of the most important code provisions and how they can be used for tax planning and minimization. *Mackey.*

Mgt. 208-1 Auditing 4 sem. hrs.

Prereq.: Mgt. 201, Mth. 108, Mth. 109, or consent of the instructor.

A comprehensive study of the concepts, standards, methodology, and scope of evaluation in the fair presentation of financial data. Auditing theory is emphasized through the case analysis method.

Also included are the professional responsibilities related to professional ethics and legal liabilities of the auditor. *Mackey.*

Mgt. 209-2 Advanced Accounting 4 sem. hrs.

Prereq.: Mgt. 201.

Focuses on relevant, new problems of significance to the future public or managerial accountant.

Many topics, such as consolidated financial statements, are specialized in nature. While not overlooking the practical aspects, the course has a balanced blend of the conceptual and procedural aspects of advanced accounting theory. Attention is given to the latest pronouncements of professional organizations on such current issues as business combinations, financial forecasts, multi-national companies, installment sales, direct valuation, and institutional and social accounting. *Mackey.*

Mgt. 210-1 Monetary Management 4 sem. hrs.

Prereq.: Mgt. 140, Mth. 108, Mth. 109.

Theories and applications of investment alternatives, such as real estate, mutual funds, insurance, and estate planning. Risks, estimation of expected returns, and the multidimensions of money management. Models of programs designed by students to meet goals based on individual characteristics and capabilities. *Echevarria.*

Mgt. 211-2 Stock Market Investment 4 sem. hrs.

Prereq.: Mgt. 140, Mth. 108, Mth. 109.

Financial and economic implications of security market functions and operations. Appraisal and analysis of securities and investment media. Investment standards, risks, and portfolio objectives. Independent reading and research. Student committees manage actual stock portfolio with member brokerage firm. *Parente.*

Mgt. 215-2 Corporate Financial Planning and Strategy

4 sem. hrs.

Prereq.: Mgt. 140, Mth. 108, Mth. 109.

The purpose of this course is to expand upon and apply the knowledge of corporate financial management and decision making in such important areas as short-term asset management, short-term financing, long-term asset management, growth, capital structure, and dividend policy. The course is intended to integrate financial theory and practice with decision making and computer-based modeling. *Echevarria.*

Mgt. 220-1 Organizational Behavior 4 sem. hrs.

Prereq.: Mgt. 133.

Focuses on understanding human behavior in organizations. Emphasis on individual and small group behavior as it relates to problem solving and decision making in organizations. Behavioral and analytical competencies taught through lectures, group discussions, readings, and exercises. *Moore.*

Mgt. 221-2 Behavioral Implications for Women in Management 4 sem. hrs.

Prereq.: Mgt. 133 recommended, but not required.

Study of the individual and organizational contexts of career management for women. Special attention paid to assisting students in making career and life-planning decisions, and to the organizational constraints and opportunities in career management. Focus on increasing individual and organizational career effectiveness through the development of behavioral and analytical competencies. Case studies, group discussions, lectures, and exercises. *Moore.*

Mgt. 222-1 Personnel Administration

4 sem. hrs.

Prereq.: Mgt. 133.

Dynamics of personnel management, including such areas as line and staff relationships, management by objectives, sensitivity training, procurement and development, salary administration, equal employment opportunities, and individual motivation and goals. Analysis of current practices and major problems of personnel administration through the use of cases, role playing, and guest lectures. *Warren.*

Mgt. 223-2 Labor Relations 4 sem. hrs.

Prereq.: Mgt. 222.

Concentration primarily on the difficulties that arise in the administration of the collective-bargaining relationship. The history and important characteristics of the American labor movement; special problems concerned with management of labor relations under a collective-bargaining agreement. Examination of the relationship between union-management relations and public policy. These areas will be examined through the use of cases, role playing, guest lecturers, and field trips. *Warren.*

Mgt. 225-2 The Manager and the Law

4 sem. hrs.

A study of the underlying legal principles that affect the manager in her job responsibilities. An in-depth analysis of the judicial system. Examination of torts, criminal law, contracts, government regulations, labor law, and administrative, environmental, and consumer law. Guest lecturers, cases, and field trips. *Warren.*

Mgt. 226-2 Health Care Management

4 sem. hrs.

Prereq.: Mgt. 133; Eco. 144 recommended but not required.

The purpose of this course is to examine the structure, functions, dynamics, and issues of the United States health care delivery system in terms of its managerial aspects. Topics include organizational structure of health care providers, managerial models and functions, staffing, strategic planning, financial management, marketing of health care providers, and corporate reorganization (profit and nonprofit providers). *Miree.*

Mgt. 227-2 Production Management 4 sem. hrs.

Prereq.: Mgt. 133, 140, Mth. 108, Mth. 109.

An operating course that stresses the planning, supervision, control, and execution of the activities involved in the manufacture of goods and services. The course will include such topics as the measurement and simplification of work; the work capabilities and the interrelationships of people and machines; the nature of different types of manufacturing technologies, from machining and processing to assembly; the planning and scheduling of output; and the management of inventories. Cases, lectures, and field trips. *Members of the Department.*

Mgt. 230-1 Consumer Behavior 4 sem. hrs.

Prereq.: Mgt. 150.

A behavioral approach to marketing and the consumer. The individual as a psychological entity is the unit of study. Discussion of the following areas as they pertain to consumer behavior: cognition, learning, motivation, and personality; attitudes and attitude change; group memberships and influences; social class and lifestyle; and impact of culture. Lectures, cases, and field trips. *Members of the Department.*

Mgt. 231-2 Advertising Policies and Methods

4 sem. hrs.

Prereq.: Mgt. 150.

Advertising is studied as a marketing tool. Topics include the functioning of advertising; when and for what kinds of products advertising is used; the advertising campaign; the evaluation of advertising; and the ethical and moral issues surrounding advertising. Students will create advertising campaigns as a major project in this course. *Members of the Department.*

Mgt. 233-2 Sales/Sales Management 4 sem. hrs.

Prereq.: Mgt. 150.

This course will help the student to develop an understanding of the functional areas of professional selling and sales management. Some of the topics to be covered include organizational accounts, sales, sales force staffing, sales training, sales force motivation, sales forecasting and planning, sales support techniques, and sales management controls. *Members of the Department.*

Mgt. 235-2 Marketing Research 4 sem. hrs.

Prereq.: Mgt. 150, Mth. 108.

The concepts and applications of marketing research are introduced through the marketing management approach. The course emphasizes basic methodology and how the special techniques used in research procedures apply to marketing, advertising and sales, questionnaire design, product design, and survey techniques. Lectures, cases, field trips, and a project. *Members of the Department.*

Mgt. 240-2 International Marketing 4 sem. hrs.

Prereq.: Mgt. 150.

A study of marketing from a multinational viewpoint as opposed to the traditional definition of marketing as it is practiced in the United States. The consequences of changing from a national to an international marketing orientation, involving all aspects of the marketing philosophy and mix, are studied in depth. Each student will also become involved in an in-depth study of the market characteristics of the country of her choice. It is recommended that Mgt. 165 be taken before Mgt. 240. *Kechris.*

Mgt. 250-1, 2 Independent Study 4 sem. hrs.

A student may do independent study under the supervision of a member of the Department. Subject, form of report, etc., will be arranged with the supervising faculty member.

Mgt. 270-1, 2 Internship 8 sem. hrs.

Prereq.: senior standing and declared concentration in management, accounting, finance, or international management, or consent of the Chairman.

A one-semester internship program providing field experience for students preparing for careers in management or finance. The experience may be in one of many different types of organizations: governmental, social service, or profit making. The assignment, closely related to the student's needs and professional goals, will be planned with the instructor. The student will spend approximately 20 hours a week on field work and may take two courses at Simmons concurrently. All internships must be with organizations in the greater-Boston area during either the fall or spring semester, and must be approved and supervised by the Director of Internships. Internships are not permitted during the summer months. Applications for internships must be filed before March 1 for the fall semester and before October 15 for the spring semester. *Bevacqua.*

Mgt. 290-1, 2 Advanced Management Seminar 4 sem. hrs.

Prereq.: completion of the core courses for the management, accounting, finance, or international management concentration or consent of the instructor. Senior standing.

Senior integrative seminar using case approach. Cases, presented by business professionals, are built upon actual situations in diverse types of organizations. Cases are selected to cover many management areas and require knowledge of the analytical, behavioral, and conceptual areas of management. Free interchange of ideas between students and business professionals. *Liedtka, Betters-Reed.*

Post-Baccalaureate Program Leading to a Diploma

The Department offers a one-year program for graduates of approved colleges whose undergraduate programs have been largely nonprofessional in scope. The Department's program permits concentrated study in management, retailing, accounting, or finance, and leads to the Diploma in Management. A total of 32 semester hours of work is required, of which 24 semester hours

must be taken in the field of concentration. Each student's program is planned in consultation with the Chairman of the Department, and may include any courses for which prerequisites are satisfied.

The program's flexibility permits the selection of courses to meet varying objectives of individual students.

A student who wishes to concentrate in international management, accounting, or finance may select, in consultation with the Chairman, specialized courses in these fields.

Faculty

Jeanne M. Liedtka, M.B.A. *Instructor in Management and Chairman of the Department of Management*

Leo John Parente, Ph.D. *Professor of Accounting and Finance*

Bruce W. Warren, M.B.A., J.D. *Professor of Management*

Katherine M. Bevacqua, M.S., M.Ed. *Associate Professor of Consumer Resource Management and Director of Internships*

Bonita L. Betters-Reed, Ph.D. *Assistant Professor of Management*

Barbara P. Huff, M.A. *Assistant Professor of Accounting*

Evangelos D. Kechris, Ph.D. *Assistant Professor of Management*

Marlyn Mackey, M.A., M.B.A., M.S. *Assistant Professor of Accounting*

Lucia F. Miree, Ph.D. *Assistant Professor of Management and Director of the Graduate Program in Health Care Administration*

*****Lynda L. Moore, Ed.D.** *Assistant Professor of Management*

David P. Echevarria, M.B.A. *Instructor in Management*

Patricia L. Rogers, B.A. *Secretary for the Department of Management*

Associates, 1987-88

David L. Barret *Associate in Management*
Area Coordinator and Political Lobbyist, Teamsters Joint Council, New England (Retired)

Robert Baker *Associate in Management*
Vice President, Cabot Harold & Co., Inc., Boston
David L. Brody *Associate in Management*
Senior Criminalist, Boston Police Department

***On sabbatical leave second semester 1987-88.

Robert Browning, B.A. Associate in Management Mediator, Massachusetts Board of Conciliation and Arbitration (Retired)

Victor Fanikos, J.D. Associate in Management Counsel, Massachusetts Division of Insurance

Matthew Ferraro, J.D. Associate in Management Attorney and Senior Partner, Ferraro & Walsh

Robert Giroux Associate in Management Director of Human Resources, Apollo Computer Company

Leonard Henson, J.D. Associate in Management Chief, Organized Crime Division, Suffolk County District

Howard A. Levine, B.S. Associate in Management

Vice President, Robshaw Industries, Inc.

Virginia MacLean Associate in Management

Personnel Manager, Hub Mail Advertising

Patricia O'Brien Associate in Management

Loan Officer, Bank of Boston

Stephen Shapiro, M.B.A. Associate in Management

Director, New Business Development, Gillette Co., Inc.

Corey Surett, J.D. Associate in Management

Area Director, U.S. Department of Labor Wage and Hour Division

Alice S. Walsh, B.A. Associate in Finance

Financial Consultant, Merrill Lynch, Pierce, Fenner & Smith, Inc.

William H. Walsh, J.D. Associate in Management

Attorney and Senior Partner, Ferraro & Walsh

Gilbert Wolpe, M.B.A. Associate in Management

Credit Protection Specialist, Federal Reserve Bank of Boston

The Prince Program in Retail Management

The Prince Program in Retail Management, begun in 1905 by Lucinda Prince, is unusual in its approach to retailing education in that it prepares a student for a professional career across the spectrum of retailing organizations.

The curriculum presents an integrated approach to retailing, combining merchandising and store management, thereby affording graduates access to a wide range of positions.

Following the introductory course, RM 120, Exploring the Retail Environment, students choosing the retailing specialization are expected to complete the entire program, including the full semester internship in the senior year. All students enrolling in the Prince Program are encouraged to have a broad liberal arts background and demonstrate knowledge of the field based upon work experiences.

Program

Retailing Core

RM 120 Exploring the Retail Environment

RM 125 Principles of Operational Retail Strategies

RM 130 Quantitative Data as Tools for Retail Decisions

RM 160 Retail Sales Management

RM 230 Retail Buying Techniques

RM 270 Internship

RM 290 Seminar in Retail Management

General Core

Mgt. 120 Financial Accounting

101 Principles of Macroeconomics

Eco. 102 Principles of Microeconomics

Recommended Electives

RM 150 Retailing Abroad

RM 170 Dynamics of Fashion

Mgt. 140 Managerial Finance

Mgt. 220 Organizational Behavior

Mgt. 231 Advertising Policies and Methods

Courses

RM 120-1, 2 Exploring the Retail Environment 4 sem. hrs.

An introduction to the retailing organization. Application of management concepts and theories and behavioral and organizational theory to key reference groups in retailing: consumers, sales forces, buyers, vendors, managers, and service units. Exploration of career patterns and relevant educational and organizational preparation for management careers in retailing. *O'Brien, Shuch.*

RM 125-1, 2 Principles of Operational Retail

Strategies 4 sem. hrs.

Prereq.: RM 120.

This course is designed to provide students with an overview of competitive theories and designs applied to areas other than merchandise investment. Topics to be discussed include sales promotion systems, floor layout and traffic flow analysis, and display principles. *O'Brien.*

RM 130-2 Quantitative Data as Tools for Retail

Decisions 4 sem. hrs.

Prereq.: RM 120, 125, Chm. 101, junior standing, and consent of the Director.

The quantitative knowledge, skills, and tools needed to manage a retail business. This course integrates retail buying and retail merchandising into a single comprehensive unit, directing attention to the relationship of these areas to the retailing organization and to the development of techniques required to solve related problems. *Shuch.*

RM 150-2 Retailing Abroad 4 sem. hrs.

Conducted overseas during winter recess in alternate years; to be offered in 1987-88.

Prereq.: consent of the instructor.

The methods and techniques employed by retailers in other countries are introduced and compared with those used in the United States. Visits with prominent business people will be coupled with independent study to maximize the time spent in each city. *Shuch.*

RM 160-2 Retail Sales Management 4 sem. hrs.

Prereq.: RM 120, 125, junior standing, and consent of the Director.

A managerial approach to an analysis and a philosophy of retail selling. This course will examine point-of-sale customer motivation and the principles and methods used by management to hire, train, and evaluate their personnel to maximize profits while providing for a high degree of consumer and employee satisfaction. The educational process will involve using all phases of the MOHR training materials currently offered to executives by many leading retail organizations. *O'Brien.*

RM 170 Dynamics of Fashion 4 or 8 sem. hrs.

This course will be offered as four 2-semester-hour units, each of which will consume half a semester. Students who select this course as an elective must complete any combination of two modules to receive course credit. *Staff.*

Module A-1 Fashion Fundamentals

Fashion Fundamentals will explore past and current fashion trends in color, line, costume, fabric, wardrobe accessories, and home furnishings. The cyclical nature of fashion and the possibility for predicting change in the field are emphasized.

Module B-1 Fabrics in Fashion

Fabrics in Fashion will analyze the reasons for using major and some of the minor fabrics in clothing and in the home. Taking the fashion buyer's viewpoint, the course will examine the features of fabrics that make them suitable for each use and the benefits that customers may reasonably expect to derive.

Module C-2 Accessories in Fashion

Accessories in Fashion will examine the predominant accessories used for costume adornment. The influence of current events and history in the design and popularity of this merchandise will be emphasized, with attention directed to quality and construction features.

Module D-2 Home Furnishings in Fashion

Home Furnishings in Fashion will have as its focus an analysis of merchandise purchased for the home. The student will be expected to recognize the professional buyers' standards regarding construction, quality, and selling features that generate customer satisfaction.

RM 199-1, 2 Individual Study 4 sem. hrs.

Members of the Department.

RM 230-2 Retail Buying Techniques 4 sem. hrs.

Prereq.: RM 270.

This course provides retailing seniors with advanced academic preparation based upon their retailing and general core courses. Topics include buyer-vendor relationships, negotiating techniques, foreign buying, inventory, and financial management. *Shuch.*

RM 250-1, 2 Independent Study 4 sem. hrs.

Members of the Department.

RM 270-1 Internship 16 sem. hrs.

Prereq.: RM 120, 125, 130, and 160; senior standing; permission of the Program Director.

A one-semester course providing off-campus, full-time, supervised, and monitored field experiences for students preparing for careers in retailing. The training may be in one of many different retail firms or in organizations related to or servicing retailers. Interns should have formal work experience in the field prior to enrolling for this course. Positions are now available in Atlanta, Boston, Chicago, Dallas, Los Angeles, New York, San Francisco, and Washington. *Shuch.*

RM 290-2 Seminar in Retail Management*4 sem. hrs.**Prereq.: RM 270 or consent of the Director; senior standing.*

This course will focus on contemporary problems affecting the field of retailing. An integrative approach will be used by the student to analyze cases presented either by business people or as written studies typifying actual situations. *O'Brien*.

Faculty

Milton L. Shuch, Ph.D. *Professor of Retailing and Director of the Prince Program in Retail Management*

Judith O'Brien, M.B.A. *Assistant Professor of Retailing*

Gail Christine, *Secretary for the Prince Program in Retail Management*

Advisory Committee, 1987-88**Haig Agababian**

Assistant General Manager,
Harvard Cooperative Society

Angel Algeri

President, David Banash & Son, Inc.

Gilda Block

Vice President and Sales Promotion Director,
May Merchandising Corporation

Virginia Caillouette

Vice President for Employee Relations, Macy's

Harold Frank

Chairman and Chief Executive Officer, Bradlees

Karen Gillespie

Director (Retired),
New York University Institute of Retailing

Michael Gould

President and Chief Operating Officer, Giorgio

William Holmes

President, Simmons College

M. Kaminstein

President, Rich's

Karl Margolis

Vice Chairman of the Board, McCrory Corporation

William Phipps

Executive Secretary, Retail Trade Board

John S. Robinson

Dean, Social Sciences and Graduate Studies,
Simmons College

Walter Salmon

Professor, Harvard Business School

Maurice Segall

Chairman of the Board,

Zayre Corporation

Milton Shuch

Director, Prince Program in Retail Management,
Simmons College

Mark Shulman

President and Chief Executive Officer,

Henri Bendel

Jayne Siever

Treasurer, Pilgrim's Progress

Jerry M. Socol

President, Filene's

Elliot Stone

Chairman of the Board,

Jordan Marsh

Department of Mathematics

The increasing complexity and quantification of our society have made the mathematical sciences important to people trying to solve problems not only in the science areas, such as physics, chemistry, and biology, but also in the areas of social science and management. In addition, the pure mathematical areas continue to appeal to many as an intellectual discipline, art form, or game.

The concentration in mathematics is designed to provide a strong background in various mathematical sciences and their application. By her choice of electives, a student may prepare herself for graduate work or careers in statistics, business or scientific programming, operations research, or teaching.

Furthermore, many opportunities exist for students who are interested in mathematics and other disciplines. Joint and double concentrations exist with the Biology, Chemistry, Computer Science, Economics, Education and Human Services, Management, Nursing, Psychology, and Physics departments. Other fields may also be combined fruitfully with mathematics. Students interested in such concentrations should consult with the chairmen of the departments involved.

Concentrations in Mathematics

Requirements. The concentration in mathematics begins with the calculus sequence: Mth. 110, 111, 120, and 121.

Other required courses are: Mth. 123, 124 (normally taken in the sophomore year), Mth. 130 (junior or senior year), and Mth. 176 (may be taken as early as the freshman year; under certain circumstances a student may be permitted to substitute another programming course for Mth. 176). In addition, at least three electives will be selected from the following courses: Mth. 131, 132, 136, 138, 139, 142, 146, 174, and 175. A mathematics concentrator must take at least one full-year sequence selected from the following courses: Mth. 130-131, Mth. 138-139, or Mth. 174-175. The one-year sequence may include courses counted as electives. Finally, at least four semester hours of independent learning must be completed in the Mathematics Department. The choice and timing of electives must be approved by the student's adviser. With approval of the Chairman, a mathematics course numbered 199, 250, or 290 may be used as one of the three electives.

Independent Learning. Mth. 142, 146, 174, and 290 require a large degree of independent work and may be used to fulfill the independent learning requirement, as may Mth. 250.

Double-Degree Programs in Engineering. For information about the College's two double-degree programs in engineering, please see page 146 of this catalog.

Computer Science. Students interested in this concentration should consult page 139 of this catalog.

Courses

Please note: Students must satisfy the requirement in basic math skills (either by passing the Mathematics Competency Exam or by successfully completing Mth. 101 or Mth. 102) before taking any mathematics course numbered 106 or

higher. Mth. 101 and Mth. 102 must be taken at Simmons.

Mth. 101-1, 2 Introduction to Mathematics:

Level I 4 sem. hrs.

Prereq.: recommendation of the Department.

Review of arithmetic, including percents, proportion, and geometric formulae. Equations, polynomials, rational expressions, and problem solving. *Members of the Department.*

Mth. 102-1, 2 Introduction to Mathematics:

Level II 4 sem. hrs.

Prereq.: recommendation of the Department.

Review of topics from algebra, including equations, polynomials, graphing, systems of equations, rational expressions, inequalities, functions, and problem solving. *Members of the Department.*

Please note: The requirement in basic math skills may be fulfilled by the satisfactory completion of either Mth. 101 or 102. However, since there is considerable overlap in Mth. 101 and 102, no student may receive credit for both courses. Placement into Mth. 101 or 102 will be determined by the Department through the Mathematics Competency Exam.

Mth. 104-1, 2 Finite Mathematics 4 sem. hrs.

Prereq.: high school algebra.

The language of mathematics: set theory, logic, and functions. Topics from vectors, matrices, combinatorics, and graph theory. Does not fulfill requirements of the mathematics concentration.

Members of the Department.

Mth. 106-2 Precalculus 4 sem. hrs.

Prereq.: recommendation of the Department and computational competency.

Study of algebra and functions in preparation for calculus. Topics include the real number system; algebraic manipulation of polynomials and rational functions; functions and their graphs; trigonometry; applications. *Members of the Department.*

Mth. 108-1, 2 Introductory Statistics 4 sem. hrs.

Prereq.: high school algebra and computational competency.

Intended primarily for students in the biological, behavioral, or social sciences. Elementary principles of probability; binomial and normal distributions; sample statistics; estimation and testing of statistical hypotheses; linear regression and correlation. Does not count toward Departmental credit. *Members of the Department.*

***Mth. 109-1, 2 Mathematics of Decision Making**

4 sem. hrs.

Prereq.: sophomore standing or consent of the instructor and computational competency.

Linear programming, Bayesian statistics, and other mathematical models useful for decision making. Topics are logically developed and then applied to problems in management, social science, and behavioral science. Does not count toward mathematics concentration. *Members of the Department.*

Mth. 110-1 Calculus I 4 sem. hrs.

Prereq.: Mth. 106 or recommendation of the Department and computational competency.

Analytic geometry, functions, limits and continuity, and differential calculus. Applications to extrema, physical problems, etc. *Members of the Department.*

Mth. 111-2 Calculus II 4 sem. hrs.

Prereq.: Mth. 110 or equivalent.

Integral calculus and applications to area, volume, etc. Transcendental functions, techniques of integration, polar coordinates, and improper integrals. *Members of the Department.*

Mth. 120-1 Calculus III 4 sem. hrs.

Prereq.: Mth. 111 or equivalent.

Vectors in three-dimensional space. Elementary analytic geometry of curves and surfaces in three dimensions, partial derivatives, and double integrals. *Members of the Department.*

Mth. 121-2 Calculus IV 4 sem. hrs.

Prereq.: Mth. 120.

Multiple integration, line and surface integrals, infinite series and Taylor's theorem, and ordinary differential equations. Fourier series. *Members of the Department.*

Mth. 123-1 Discrete Methods 4 sem. hrs.

Prereq.: sophomore standing or consent of the instructor and computational competency.

Combinatorial problem solving and graph theory. Topics include permutations, combinations, trees, binomial and multinomial coefficients; elementary probability; inclusion/exclusion, recurrence relations; basic graph theory; chains, paths, connectedness circuits; models and applications. *Schafer.*

Mth. 124-2 Linear Algebra 4 sem. hrs.

Prereq.: sophomore standing or consent of the instructor and computational competency.

Real vector spaces, linear transformations, inner products, matrix theory and determinants, and applications. Selected topics from complex vector spaces, dual spaces, differential operators, etc. *Schafer.*

Mth. 130-1 Introduction to Real Analysis I

4 sem. hrs.

Prereq.: Mth. 121 and 124.

Preliminary discussion of set theory: the set of real numbers, sequences and series, elementary topology of the real line, and continuity of functions of a real variable. *Browder.*

[Mth. 131-2 Introduction to Real Analysis II]

4 sem. hrs. Not offered in 1987-88.]

Prereq.: Mth. 130.

Continuity and differentiability of functions of a real variable: spaces of continuous functions, measure theory, and introduction to Lebesgue integration. *Browder.*

Mth. 132-1 Topics in Geometry 4 sem. hrs.

Prereq.: Mth. 111 and 124.

Offered at Emmanuel College as Mth. 318.

A selection of topics from projective geometry, affine geometry, Euclidean and non-Euclidean geometries, and inversive geometry. *Keezer.*

[Mth. 136-2 Differential Equations 4 sem. hrs.

Not offered in 1987-88.]

Prereq.: Mth. 120 or consent of the instructor.

The study of ordinary differential equations. Emphasis on methods of solutions, as well as applications. Topics will include first-order differential equations, linear differential equations, existence theorems, linear systems, series solutions, boundary value problems, and numerical solutions. Introduction to partial differential equations.

Mth. 138-1 Probability Theory 4 sem. hrs.

Prereq.: Mth. 121.

General probability distributions: moments and moment generating functions, transformation of variables, addition and limit theorems, and stochastic processes. *Goldman.*

Mth. 139-2 Mathematical Statistics 4 sem. hrs.

Prereq.: Mth. 138.

Point and interval estimation: principles of estimation, tests of hypotheses, Neyman-Pearson theory, likelihood ratio tests, sequential tests, non-parametric tests, decisions functions, and Bayes solutions. *Goldman.*

[Mth. 142-1 Mathematical Modeling 4 sem. hrs.

Not offered in 1987-88.]

Prereq.: Mth. 121, 123, and 124.

Topics for this seminar will be chosen from graphs (traffic control, social groups, transportation), simulation, stochastic models, game theory, differential equation models, linear programming, input/output models, queues, epidemics, population growth.

*Formerly Mth. 189.

Mth. 146-2 Numerical Methods 4 sem. hrs.

Prereq.: Mth. 121, 124, and 176.

Numerical solutions of polynomial equations: differences and interpolation, numerical differentiation and integration, and extensive programming.

Mth. 156-2 Introduction to COBOL Programming 4 sem. hrs.

Prereq.: computational competency.

Organization of digital computers and machine language. Assembly and compilation. Design of algorithms. Detailed descriptions of COBOL using a structured approach, including the use of conditional statements, logical and string arrays, functions and subroutines, blocks, etc. Many appropriate applications to business and non-numeric data processing.

Mth. 174-1 Applied and Abstract Algebra I

4 sem. hrs.

Prereq.: Mth. 123, 124.

Review of set theory and graph theory; partially ordered sets, Boolean algebra; finite state machines; group theory and applications: polynomial enumeration, group codes. *Menzin.*

Mth. 175-2 Applied and Abstract Algebra II

4 sem. hrs.

Prereq.: Mth. 174.

Rings and applications: hamming codes, fast adders; Euclidian algorithm; prime factorization; cryptography; Peano's postulates leading to a description of the integer, rational, real, and complex number systems; languages; linear finite state machines. *Menzin.*

Mth. 176-1, 2 Introduction to FORTRAN Programming 4 sem. hrs.

Prereq.: computational competency.

Introduction to organization of digital computers. Algorithm design, efficiency, and elements of good programming style. Detailed description of FORTRAN, including the use of conditional statements, arrays, character data, functions, and subroutines. Extensive programming in time-sharing mode. *Brown.*

Mth. 177-2 Systems Programming 4 sem. hrs.

Prereq.: Phy. 118 and Mth. 156 or 176.

Computer organization, hardware, and software. Programming in machine and assembly language on the microVAXII, including such topics as data manipulation, program structures, and input/output. Survey of programming systems, including operating systems, assemblers, and compilers. Does not count toward mathematics concentration. *Brown.*

Mth. 179-2 Statistics in Research 4 sem. hrs.

Prereq.: Mth. 108 and junior standing or consent of the instructor.

Course covers modern statistical techniques, including simple and multiple regression, analysis of variance, contingency tables, and experimental and quasi-experimental designs. Sampling plans.

Makes use of a statistical computer package. Does not fulfill requirements of mathematics concentration. *Goldman.*

Mth. 199-1, 2 Individual Study 4 sem. hrs.

Members of the Department.

Mth. 250-1, 2 Independent Study 4 sem. hrs.

Members of the Department.

Mth. 290-1 Senior Seminar 4 sem. hrs.

Prereq.: recommendation of the Department.

An advanced topic in mathematics will be investigated by students, with emphasis on developing research skills. The topic will usually draw on more than one area of mathematics. *Members of the Department.*

Faculty

Robert N. Goldman, Ph.D. Professor of Mathematics and Chairman of the Department of Mathematics

Margaret Schoenberg Menzin, Ph.D. Professor of Mathematics and Coordinator of the Computer Science Program

Donna L. Beers, Ph.D. Associate Professor of Mathematics

****David S. Browder, Ph.D.** Associate Professor of Mathematics

Michael L. Brown, Ph.D. Associate Professor of Mathematics

Richard Cormier, M.A.T. Instructor in Mathematics

Alice T. Schafer, Ph.D. Lecturer in Mathematics

Norma Fleming, B.A. Secretary for the departments of Mathematics and Physics

Department of Nursing

Simmons College has been committed to the education of nurses since 1902. In 1915 a Department of Public Health Nursing was established and served as the forerunner for the School of Nursing,

**On sabbatical leave first semester 1987-88.

which began at Simmons College in 1934. Reorganization of the College in 1965 led to the development of the present Department of Nursing. In 1977 the Department of Nursing initiated a Graduate Program in Primary Health Care Nursing. (For information about the Master of Science Degree Program, see page 165.)

The Department of Nursing accepts freshmen, transfer students, students seeking a second degree in nursing, and registered nurses. (See page 106 for specific information on the Bachelor of Science Degree for Registered Nurses.)

The faculty of the Department of Nursing believes that liberal education and nursing education are essential preparation for the professional nurse. The liberal arts and sciences, in combination with the concentration in nursing, serve as a foundation for a variety of careers in professional nursing. Graduates of the program are prepared to meet the primary, acute, and long-term health needs of clients in a variety of settings, as well as to coordinate health services, deliver humanistic nursing care, and engage in health assessment and health maintenance. Graduates may practice in community health agencies and programs, clinics, hospitals, and extended-care facilities.

Graduates are awarded the Bachelor of Science degree, and may qualify for admission to graduate schools offering advanced degrees in nursing.

Graduates are eligible to write the licensure examination given by the Board of Registration in Nursing, Commonwealth of Massachusetts. Satisfactory scores on this examination entitle the applicant to practice as a registered nurse.

The program is accredited by the National League for Nursing. The Department is an agency member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing.

Concentration in Nursing

Theoretical concepts related to the professional practice of nursing are developed through an understanding of individual, family, group, and community systems. Nursing process provides the methodology for assessing the adaptive responses of clients, planning nursing interventions, and evaluating efforts to promote and maintain optimal levels of wellness. Psychosocial concepts, research, leadership, management, health assessment skills, nutrition, pharmacology, growth and development are integrated content. The educational process exists to help the students become self-directed, creative, and socially responsive women.

Requirements

The student concentrating in nursing must fulfill the College's liberal arts requirements. It is advised that the English, foreign language, and mathematics requirements be completed during the first and second years.

Students interested in nursing are also advised to take the courses in chemistry and general biology in the freshman year. Prior to the junior year, each student must have completed a certified course in cardiopulmonary resuscitation. Students elect independent study (courses numbered 250) in nursing or another discipline appropriate to their academic program.

The College requirement of eight semester hours of independent learning opportunities is fulfilled through an independent study course and four semester hours of Nur. 290, Integrative Seminar.

Courses in the nursing concentration are taken in the following sequence:

Nur. 280 Conceptual Bases of Professional Nursing

Nur. 281 Nursing of Childbearing Families

Nur. 282 Nursing of Children and Adults I

Nur. 284 Nursing of Children and Adults II

Nur. 286 Nursing in the Community I

Nur. 288 Nursing in the Community II

Nur. 290 Integrative Seminar: Leadership in Professional Nursing

A student must achieve an acceptable level of academic performance prior to entering the nursing concentration, as well as maintain an acceptable level of clinical and academic performance to progress to the next nursing course.

Progression is affected also by professional behavior and health status. Students receive criteria regarding academic performance, professional behavior, and health requirements upon entrance into the nursing concentration.

Students in the Department of Nursing should anticipate the following approximate expenses in addition to the basic fees: uniforms, \$80; transportation to clinical settings, \$300; professional liability insurance coverage, \$50; and books, \$300. Although not required, an automobile or access to one during the senior year greatly facilitates community health nursing experiences in the greater Boston area.

Prerequisites

Prior to Nur. 280-1:

Chm. 111 Introductory Chemistry: Inorganic and Physical

or

Chm. 113 Principles of Chemistry and

Chm. 112 Introductory Chemistry: Organic

Bio. 106 Principles of Biology I

or

Bio. 113 General Biology I

Bio. 108 Principles of Biology II

or

Bio. 115 General Biology II

Prior to or concurrent with Nur. 280-1:

Bio. 121 Microbiology

Bio. 131 Anatomy and Physiology I

Prior to or concurrent with Nur. 281-2:

Bio. 132 Anatomy and Physiology II

Prior to or concurrent with Nur. 282-1:

Psy. 101 Introduction to Psychology

or

Psy. 235 Developmental Psychology

Prior to Nur. 286-1:

Soc. 252 Introduction to Social Research

Courses

Nur. 200 Dimensions of Professional Nursing

6 sem. hrs.

For R.N. students only.

The course assists the R.N. student's transition into the baccalaureate degree program in nursing. The content reflects the nursing course objectives at the sophomore and junior level that are not included in the standardized tests used for advanced placement in the nursing concentration. Orientation to advanced placement mechanisms through the junior level of the nursing curriculum are included. Content includes the philosophy and conceptual framework of the Simmons College Department of Nursing, nursing theory, nursing research, group process, nursing process, teaching/learning theory, communication, systems theory, and physical assessment. *Howard.*

Nur. 280 Conceptual Bases of Professional Nursing

4 sem. hrs.

Prereq.: Bio 106 or 113, Bio. 108 or 115, Chm. 111 or 113, and Chm. 112

Prereq. or concurrent: Bio. 121 and 131.

Students are introduced to systems theory as a framework for nursing practice. Concepts related to person, environment, health, and nursing are introduced. Emphasis is on understanding of systems, wellness, communications, and professionalism. Assessment skills are introduced. *Bueche, Schoppee.*

Nur. 281 Nursing of Childbearing Families
4 sem. hrs.
Prereq.: Bio. 106 or 113, Bio. 108 or 115, Chm. 111 or 113, and Chm. 112
Prereq. or concurrent: Bio. 121 and 131.
Prereq. or concurrent: Bio. 132.
Emphasis is on students utilizing the nursing process to maintain optimum wellness in the childbearing family. The focus is on client systems demonstrating a maximum level of wellness. Laboratory and clinical experience allow the student to utilize assessment skills and derive nursing diagnosis in the care of specific clients. Primary prevention is emphasized. *Bueche, Schoppee.*

Nur. 282-1 and Nur. 284-2 Nursing of Children and Adults, I, II 8 sem. hrs.
Prereq.: Nur. 280, Psy. 101 or 235.
Prereq. or concurrent: Soc. 252.
Sequential courses integrating concepts of secondary prevention. Emphasis is placed on the nurse's role in assisting client systems to cope with physiological, psychological, sociocultural, spiritual, and developmental stressors. Opportunities are provided to implement nursing care with increased depth, complexity, and independence. Teaching learning principles and research methodology are emphasized. Interdisciplinary collaboration fosters growth in professional accountability and provides opportunities for leadership and client advocacy. *Galligan, Hanna, Howard, Kittler.*

Nur. 286-1 and Nur. 288-2 Nursing in the Community I, II 8 sem. hrs.
Prereq.: Nur. 284.
Sequential courses which introduce the student to the community as a client. Emphasis is on the nurse's role in the provision of primary, secondary, and tertiary prevention in community environments to clients. Opportunities are provided to establish long-term, therapeutic client/nurse relationships with individuals, groups, and families in the community. *Cloutterbuck, Gardner, McDonough, Moore.*

Nur. 199-1, 2 Individual Study 4 or 8 sem. hrs.
Prereq.: consent of the Department.
An opportunity for an individual or group to explore an area of nursing theory and/or practice not duplicated in the existing curriculum. *Members of the Department.*

Nur. 250-1, 2 Independent Study 4 sem. hrs.
Prereq.: consent of the Department.
An individualized opportunity to study an issue or topic relevant to the theory and/or practice of nursing. Analytic approaches developed to enhance critical thinking. The processes of library research, clinical research, or analysis of advanced clinical practice are utilized. *Members of the Department.*

Nur. 290-1, 2 Integrative Seminar 4 sem. hrs.
Prereq.: Nur. 284 or consent of the instructor.
Opportunity to associate knowledge and principles from general education, nursing education, and nursing practice to relevant issues in nursing. The course facilitates the transition from student role to professional nurse role. Critical issues confronting the nursing profession and trends in nursing are examined. Independence, self-direction, and understanding of group interaction in the teaching-learning process are stressed. *Frazier.*

Bachelor of Science for Registered Nurses Program

The College offers registered nurses the opportunity to earn a Bachelor of Science degree on either a part- or full-time basis through the Bachelor of Science for Registered Nurses Program. This program's requirements are the same as those for the regular undergraduate nursing program. The methods by which course objectives are to be met by R.N. students, however, are geared toward adult learners. R.N. students must complete 128 semester hours of credit, and fulfill Simmons' liberal arts and sciences and competency requirements. While at least 48 semester hours of credit must be earned at Simmons, transfer credit, prior-learning credit, and advanced placement in nursing credit is also granted when certain specifications are met.

Admissions. R.N. students are admitted into the program through the College's Office of Continuing Education. For information on admissions requirements and financial aid, please call or write the Office of Continuing Education, Simmons College, 300 The Fenway, Boston, MA 02115, (617) 738-2141.

Faculty

Carol Frazier, R.N., Ph.D. Professor of Nursing and Chairman of the Department of Nursing
Phyllis Parnes Moore, R.N., C., D.N.Sc. Professor of Nursing
Jane Cloutterbuck, R.N., M.S.N. Associate Professor of Nursing

Maria N. Bueche, R.N., Ph.D. Associate Professor of Nursing
Ann Galligan, R.N., Ed.D. Associate Professor of Nursing
Jane Gardner, R.N., D.P.H. Associate Professor of Nursing
Lois Estelle Schoppee, R.N., M.S. Ed. Associate Professor of Nursing
Doris A. Hanna, R.N., M.S.N. Assistant Professor of Nursing
Elizabeth Howard, R.N., M.S. Assistant Professor of Nursing
Anne Kittler, R.N., M.S.N. Assistant Professor of Nursing
Judy McDonough, R.N., M.S.S. Assistant Professor of Nursing

Jeanne Hubelbank, M.Ed. Research Associate

Diane E. Hammer, B.A., M.S. Administrative Assistant for the Department of Nursing
Tracy Tatosky, Secretary for the Department of Nursing

Adjunct Faculty

Judith A. Beal, R.N., D.N.Sc. Adjunct Associate Professor for Research
Jeanne Berk, R.N., M.Ed. Learning Resource Center Coordinator
Carolyn Dillon, A.C.S.W. Adjunct Assistant Professor
Susan Neary, R.N., C., M.S. Lecturer and Clinical Faculty
Theresa V. Sweeney, Lecturer and Course Coordinator, Human Physiology

Agency Affiliates, 1987-88

Undergraduate:

Allston-Brighton Senior Center
Beth Israel Hospital
Boston Department of Health and Hospitals,
Community Nursing
Brigham and Women's Hospital
Bunker Hill Health Center
Cambridge Hospital
Children's Hospital Medical Center
East Boston Neighborhood Health Center
East Boston—Winthrop Community
Counseling Center
Erich Lindemann Mental Health Center
Massachusetts General Hospital
Massachusetts Mental Health Center
North End Community Health Center
Norwood Hospital

Department of Nutrition

The Department of Nutrition offers undergraduate concentrations in preparation for careers in food science and nutrition and in dietetics, or for graduate work in these areas. The Department provides opportunities for all students in the College to become acquainted with the fundamental principles of nutrition and food science, and with current scientific concepts of the relationship between diet and health.

Career opportunities for nutrition concentrators are available in a variety of settings. Graduates prepared in food science and nutrition hold positions in such diverse areas as research, industry, education, health care, and government. Students may wish, therefore, to combine their study of nutrition with concentrations in biology, chemistry, communications, education, management, or psychology. For those students interested in the field of dietetics, the Department offers a variety of dietetic specializations. For some careers, such as dietetics and research, postgraduate education is required.

Departmental course requirements are described below. Students interested in research careers in nutrition and food science should plan to take additional courses in science and mathematics.

All students are expected to uphold a satisfactory level of academic achievement to progress to the 200-level courses. When students enter the nutrition concentration, they receive guidelines for academic and professional standards. Consent is required for all 200-level courses.

The Department of Nutrition and the Graduate Program in Dietetics of the Massachusetts General Hospital Institute of Health Professions (MGH-IHP) are engaged in a cooperative arrangement to enhance the educational experiences of students in both institutions. Students in-

terested in and capable of academic work on the graduate level at the MGH-IHP should seek guidance in planning during their junior year. All students in the Department are encouraged to participate in the noncredit joint offerings generated by this program cooperation.

Concentration in Food Science and Nutrition

Requirements

Students interested in a concentration in food science and nutrition should plan the following course sequence from the Departmental offerings:

Ntr. 101	Food Science
Ntr. 111	Fundamentals of Nutrition Science
Ntr. 201	Advanced Food Science
Ntr. 211	Human Nutrition
Ntr. 212	Nutrition in Metabolic Disorders
Ntr. 213	Research Methods in Nutrition
Ntr. 237	The Practice of Community Nutrition

Prerequisites

Chm. 111	Introductory Chemistry: Inorganic and Physical or
Chm. 113	Principles of Chemistry
Chm. 112	Introductory Chemistry: Organic or
Chm. 114	Organic Chemistry I
Chm. 123	Introductory Chemistry: Biological
Bio. 106	Principles of Biology I or
Bio. 113	General Biology I
Bio. 108	Principles of Biology II or
Bio. 115	General Biology II
Bio. 121	Microbiology
Bio. 132	Anatomy and Physiology II
Mth. 108	Introductory Statistics

Concentration in Dietetics

The Departmental concentrations in general dietetics, clinical dietetics, and community nutrition are approved by the American Dietetic Association under the title of Minimum Academic Requirements, Plan IV.

All students should plan the basic program outlined below, and then choose one of the three areas of specialization offered by the Department. Students are expected to meet Departmental criteria regarding academic performance, health status, and professional behavior in following these courses of study. Each of these programs must be followed by either an approved dietetic internship or graduate work at other institutions.

Course Work for the Basic Program

Bio. 106	Principles of Biology I or
Bio. 113	General Biology I
Bio. 108	Principles of Biology II or
Bio. 115	General Biology II
Bio. 121	Microbiology
Bio. 132	Anatomy and Physiology II
Chm. 111	Introductory Chemistry: Inorganic and Physical or
Chm. 113	Principles of Chemistry
Chm. 112	Introductory Chemistry: Organic or
Chm. 114	Organic Chemistry I
Chm. 123	Introductory Chemistry: Biological
Eco. 101	Principles of Macroeconomics or
Eco. 102	Principles of Microeconomics
Edu. 360	Teaching Strategies in the Mainstream Classroom or
Psy. 345	Learning and Cognition or
Ntr. 237	The Practice of Community Nutrition

Mgt. 133	Dynamics of Management
Mth. 101	Introduction to Mathematics: Level I
or	
Mth. 102	Introduction to Mathematics: Level II
or	
Competency equal to intermediate algebra prior to college entrance	
Mth. 108	Introductory Statistics
Ntr. 101	Food Science
Ntr. 110	Sociocultural Implications of Nutrition
or	
Soc. 101	Principles of Sociology
or	
Soc. 202	Cultural Anthropology
Ntr. 111	Fundamentals of Nutrition Science
Ntr. 201	Advanced Food Science
Ntr. 211	Human Nutrition
Ntr. 212	Nutrition in Metabolic Disorders
Psy. 101	Introduction to Psychology

Course Work for Specialization in General Dietetics

Ntr. 248	Food Production and Service Systems
Ntr. 249	Management of Food Service Systems
Strongly recommended:	
Chm. 101	Computers and Computer Programming
or	
Mth. 108	Introductory Statistics

Course Work for Specialization in Clinical Dietetics

Ntr. 213	Research Methods in Nutrition
or	
One of the senior seminars (Ntr. 290)	
Ntr. 231	The Practice of Clinical Dietetics

Strongly recommended:
 Bio. 136 Genetics
 or
 Bio. 156 Neurobiology

Course Work for Specialization in Community Nutrition

Ntr. 248	Food Production and Service Systems
Ntr. 281	Advanced Practice in Community Nutrition and
One of the senior seminars (Ntr. 290)	

Required Independent Learning or Senior Seminar. At least four semester hours of independent learning must be fulfilled by enrolling in senior seminar (Ntr. 290). The remaining four semester hours may be met by another senior seminar, Ntr. 213, 250, 280, 281, or by an appropriate course in another academic department.

Courses

Ntr. 101-1, 2 Food Science 4 sem. hrs.

Study of the nutrient composition of foods and the application of scientific principles to food storage and preparation, with emphasis on nutritional and sanitary dimensions of food-handling practices. Lecture and laboratory. Laboratory coat required.

Ntr. 110-1 Sociocultural Implications of Nutrition 4 sem. hrs.

This course is designed to acquaint students with the study of food behavior, particularly as reflected in the food patterns of various groups that have immigrated to Boston throughout the history of the city. The course includes field trips and group projects. *Herbold*.

Ntr. 111-1, 2 Fundamentals of Nutrition Science 4 sem. hrs.

The study of the functions of nutrients in the human organism, nutrient needs at varying stages of the life cycle, and nutritional status. The health effects of nutrient inadequacies and excesses will be examined. The lab will focus on application of fundamental concepts. *Huber, Mason*.

Ntr. 150-2 Contemporary Issues in International Food Planning 4 sem. hrs. Offered alternate years. Offered in 1987-88.

Designed for nonconcentrators, the course will acquaint students with the fundamentals of public health nutrition and the nature and dimensions of present and future world food needs. Emphasizing developing countries, it will provide an in-depth analysis of an array of nutrition intervention programs and policy alternatives.

Ntr. 201-1 Advanced Food Science 4 sem. hrs.
Prereq.: Ntr. 101, Chm. 123; Bio. 121 recommended; consent required.

Application of organic chemistry to the study of food science. A critical analysis of colloid chemistry, modern food production and preservation methods, and food safety. The laboratory focus will be on experimental design and evaluation. Each student will present a seminar and conduct an independent laboratory research project. Laboratory coat required.

Ntr. 211-1 Human Nutrition 4 sem. hrs.
Prereq.: Bio. 132, Chm. 123, Ntr. 111; consent required.

An in-depth consideration of the metabolic role of nutrients at the cellular level. Food sources and allowances of nutrients are examined, along with the complete cycle of nutrient ingestion, absorption, utilization, and excretion. Basic concepts in physiology and biochemistry are examined in terms of nutrient function. *Mason.*

Ntr. 212-2 Nutrition in Metabolic Disorders
4 sem. hrs.

Prereq.: Ntr. 211; consent required.

The study and evaluation of human nutritional needs in physiologic stress. Emphasis will be placed on the underlying pathophysiologic mechanisms of disease and the nutritional component of treatment. *Huber.*

[Ntr. 213-2 Research Methods in Nutrition
4 sem. hrs. Offered alternate years. Not offered in 1987-88.]

Prereq.: Ntr. 211, Mth. 108; consent required. Designed to introduce students to research methodologies, with a particular focus on methods and materials used in nutritional research. Lectures will be supplemented with field trips. Students will design, execute, and evaluate a simple nutritional experiment. *Huber.*

Ntr. 231-2 The Practice of Clinical Dietetics
4 sem. hrs.

Prereq.: Ntr. 101, Ntr. 111; consent required.

An introductory course in the practice of clinical dietetics, including methods in client interviewing and assessing nutrient intake and food practices. Laboratory coat and name pin required. *Mason, Herbold.*

Ntr. 237-1 The Practice of Community Nutrition 4 sem. hrs.

Prereq.: Ntr. 101, Ntr. 111, Psy. 120; consent required.

Community nutrition is the practice of applied nutrition and nutrition education in both health care and other settings. Emphasis will be placed on the principles of education that are basic to effective learning by the clients. Federal programs aimed at nutrition-related health problems will be examined. Students will be assigned to community field work placements. *Herbold.*

Ntr. 248-1 Food Production and Service Systems 4 sem. hrs.

Prereq.: Mgt. 133, Ntr. 101; consent required.

Methods of producing quality food in quantity to achieve organizational goals and to provide nutritional care. Application of principles of food science to quantity food production. Emphasis on types of systems used in production, assembly, distribution, and service of food to individuals and groups. Lectures supplemented with field trips and laboratories.

Ntr. 249-2 Management of Food Service Systems 4 sem. hrs.

Prereq.: Ntr. 248; consent required.

Emphasis on management functions for system resources: food, facilities, labor, and capital. Emphasis on specifications and factors relating to effective and efficient utilization of resources. Financial management and budgeting, with emphasis on planning and control.

Ntr. 199-1, 2 Individual Study 4 sem. hrs.

Prereq.: consent required.

Members of the Department.

Ntr. 250-1, 2 Independent Study 4 sem. hrs.

Prereq.: consent required.

Independent study in one of the areas of nutrition. *Members of the Department.*

Ntr. 280-1, 2 Field Experience 4 sem. hrs.

Prereq.: consent required.

Individual field experience in one of the areas of nutrition. *Members of the Department.*

Ntr. 281-2 Advanced Practice in Community Nutrition

4 sem. hrs.

Prereq.: Ntr. 211, 212 (or concurrent), 237; consent required.

An advanced course in community nutrition theory and practice. Emphasis will be placed on evaluating the effectiveness of a variety of community nutrition programs and increasing skills in the counseling/teaching of clients, families, other health professionals, and the public at large. Each student will examine in depth a particular problem in community nutrition. *Herbold.*

Ntr. 290-1, 2 Seminar: Selected Topics in Nutrition

4 sem. hrs.

Prereq.: Mth. 108, Ntr. 211, one semester of behavior science; consent required.

The seminar will examine in depth a selected topic in nutrition, which will be announced prior to registration. *Members of the Department.*

Faculty

Nancie Harvey Herbold, Ed.D., R.D. Associate Professor of Nutrition and Chairman of the Department of Nutrition

Agnes M. Huber, Ph.D., R.D. Professor of Nutrition

Marion Mason, Ph.D., R.D. Ruby Winslow Linn Professor of Nutrition

Coral Kenney O'Brien, B.S. Secretary for the Department of Nutrition

Bridget Agnes Bowes Laboratory Assistant

Department of Philosophy

Philosophy is that discipline in which questioning is central. Raising questioning to an art prepares the student for living in a special way. Philosophy cultivates a sensitivity to values, to systems of thought, and to other people. By sharpening the skills of critical analysis and clarity in thinking, philosophy fosters intellectual flexibility to meet any challenge.

The Department of Philosophy offers a choice of three courses of study:

1. a joint concentration for the student who may wish to relate her study of

philosophy to specialized work in another subject area. Within this discipline, the student, with her adviser, will work out an appropriate sequence of courses that emphasizes the student's interests and an integrated plan of study. The joint concentration consists of 20 semester hours of courses in philosophy and an approved concentration in another area.

2. a concentration with a specialization in religious studies. The religious studies concentration in philosophy is composed of 28 semester hours of courses in philosophy, including religious studies courses from the Philosophy Department offerings, and eight hours of intensive independent study on authors or issues of interest.* The student is also urged to take related courses outside the discipline that have been approved by her adviser.

3. a standard concentration. The standard concentration in philosophy is composed of 28 hours of philosophy courses, including eight semester hours of intensive and individualized independent study.* The major includes at least one course in the history of philosophy. Where appropriate to the student's study, she is also urged to select English, government, history, art, sociology, or other related courses from outside the discipline.

These concentrations are designed to provide the student with critical understanding of ideas and methods of thinking. Each should prepare the way for further postgraduate work not only in philosophy, but also in law, theology, education, psychology, health fields, and public affairs.

*The independent study requirement can be met by Phl. 250, 255, 290, or a combination of these courses.

***On sabbatical leave second semester 1987-88.

Courses

Phl. 119-1 Introduction to Comparative Religion 4 sem. hrs.

An introduction to the fundamental belief systems of Hinduism, Buddhism, Judaism, Islam, and Christianity. *Ochs.*

Phl. 120-1, 2 Problems of Philosophy 4 sem. hrs.

Introduction to the perennial questions of philosophy in light of great philosophers: Who are we? What can we know? How can we decide right or wrong? How should we live? *Park.*

Phl. 121-2 Philosophy of Religion 4 sem. hrs.

The essential elements of some of the world's major religions, such as Christianity, Buddhism, and Taoism, will be examined in terms of content and structure. The validity of religious claims will be examined in relation to nonreligious factual or moral claims. We shall examine such questions as: What is it to have religion? What does it presuppose and entail? Can one be religious without having a particular religion? What is it to search for the meaning in life? *Park.*

Phl. 122-1 Informal Logic 4 sem. hrs.

The course is intended to survey different forms of argument and different kinds of fallacies often found in many arguments. Traditional logic, propositional logic, and symbolic logic will be examined. The essential focus will be on understanding with clarity the meaning of different sorts of linguistic expressions and, above all, on presenting one's thought and one's argument with clarity and cogency. *Gooding-Williams.*

Phl. 123-1 Philosophy of Race and Gender

4 sem. hrs.

This course in social and political philosophy investigates the impact of racism and sexism on self-awareness and self-understanding. If I am black, a woman, or both, how does the way in which others see me affect the way in which I see myself? How, moreover, are we to understand the impact of racial and sexual oppression on identity formation? Readings will include writings by W.E.B. DuBois, Frantz Fanon, Toni Morrison, and Simone de Beauvoir. *Gooding-Williams.*

[Phl. 125-1 Moral Issues in Contemporary Society: Obedience and Authority 4 sem. hrs.

Not offered in 1987-88.]

This course will examine some of the philosophical issues relating to obedience and authority. When is authority legitimate? When is disobedience justified? What is power? In addition, we will look at particular types of authority, including governmental, parental, and religious. *Raymond.*

Phl. 126-2 Law and Philosophy 4 sem. hrs.

An examination of the institution of law from a philosophical point of view. Topics to be discussed include the following: the nature and definition of law; the relationship between law and morality; law and religion; grounds for obedience to law or civil disobedience; justification of punishment; legal reasoning; justification of the advocacy system; professional ethics of lawyers; and Marxist critique of law. *Raymond.*

Phl. 127-2 Business Ethics 4 sem. hrs.

A consideration of business practices from an ethical point of view. Among the questions we will address are the following: Should the state redistribute corporate wealth? Are property rights absolute? Is affirmative action morally desirable? Should respect for human rights limit the pursuit of profit? The goal of this course is to increase appreciation of the ethical implications of business behavior. *Raymond.*

[Phl. 128-1 Justice, Equality, and Human Rights 4 sem. hrs. Not offered in 1987-88.]

The course offers an issues-oriented introduction to some of the central themes of social and political philosophy. Topics include the justification of government interference in private life, the nature and proper scope of liberty, the problematic relationship of justice to capitalism, and the extent of our obligations to the state. *Gooding-Williams.*

Phl. 130-1 Ethics 4 sem. hrs.

The course will focus on the nature of moral value, moral conscience, and on the logic of moral judgment or moral evaluation. Different theories are introduced and examined. The course is intended to help students in moral decisions they have to make in everyday life. *Park.*

Phl. 131-1 Ethics of the Helping Professions 4 sem. hrs.

This course examines some of the philosophical questions relating to the concepts of helping: What are our obligations to others? Are we ever justified in *not* helping? What is the relation between *autonomy* and *helping*? In addition, we shall examine individual "helping professions" including medicine, law, and teaching, and some of the ethical questions their practitioners must face. *Raymond.*

Phl. 132-1 Philosophy of Art 4 sem. hrs.

What makes a work of art? What makes it good or bad art? What is beauty? What role does art play in our being human? Such questions are raised and discussed in the light of different theories as they are found in classical Greek thinkers as well as in contemporary philosophers. *Park.*

[Phl. 133-2 Oriental Philosophy 4 sem. hrs. Not offered in 1987-88.]

Emphasis on Hinduism and Taoism as metaphysical systems, Buddhism (including Zen Buddhism) as a philosophy of life, and Confucianism as a political philosophy or as an ethical theory. A Western perspective on these issues will be introduced. *Park.*

Phl. 136-2 Philosophy of Human Nature 4 sem. hrs.

This course will survey a number of philosophical interpretations of human nature, and introduce the student to some of the central themes of Western philosophy. Topics to be treated include the role of *eros* and sexuality in human existence, the conception of the person as a purely thinking subject whose mind mirrors nature, and the projection of human beings as ecstatic, dynamic, and historical. *Gooding-Williams.*

Phl. 137-1 Philosophy of Mind 4 sem. hrs.

Our self-understanding is deeply connected to our view of mind. Different analyses of mind offered by philosophers, psychologists, and spiritual teachers will be explored in this class. *Ochs.*

Phl. 138-2 Ways of Knowing 4 sem. hrs.

Different kinds of knowledge, such as scientific, artistic, religious, ethical, logical, and practical, are examined and distinguished. In doing so, the problem of relativity of truth and the relationship between our perspective, conditions, and context, on the one hand, and the object of knowledge will be discussed. In short, the course is designed to find an answer to such questions as What is truth? and How are reality and our ability of knowing related to each other? *Park.*

[Phl. 140-1 Historical Introduction to Philosophy 4 sem. hrs. Not offered in 1987-88.]

Beginning with the first tentative questions—Who am I? What is piety? What is love?—we will explore the sharpening of these questions and the emerging quest for answers through a study of Socrates and Plato and their precursors, Aristotle and his followers. *Gooding-Williams.*

Phl. 142-2 Making of the Modern Mind

4 sem. hrs.

What is the nature of self? Can we know other minds? Can we ever know the external world? What is the difference between knowing and imagining? Do we create the structure of reality or discover it? Is there any point to the values we hold? Could all this be a dream? *Raymond.*

[Phl. 143-2 19th-Century Philosophy 4 sem. hrs. Not offered in 1987-88.]

What is the relation of worker alienation to political revolution; anarchism to utopian visions of society; personal despair to human freedom; economic turmoil to unconscious control; wealth to power; and subjectivity to truth? Examination of several competing ideologists, such as Hegel, Marx, Mill, Nietzsche, and Dostoevsky. *Members of the Department.*

Phl. 145-1 Existentialism 4 sem. hrs.

Can we live the narrow line between boredom and anxiety of indecision? between subjectivity and truth? between freedom and aloneness? between a safe life and a meaningful one? In this course, existentialist theories on the experience of living and on the relationship of consciousness and reality will be discussed. *Raymond.*

[Phl. 150-2 Advanced Comparative Religion

4 sem. hrs. Not offered in 1987-88.]

Topic: Women and Spirituality. In this course, we as women will attempt to discover our own spiritual journey. We will confront such questions as the following: Who am I (the search for identity; the problem of naming ourselves)? Who are you (the quest for community, for our sense of relationship to the whole)? What does it mean? How ought we to live? We will attempt to discover worthy guides through texts—scriptures, lives of the saints, novels, autobiographies, diaries, and letters—through role models, and through analyses of our own experience. *Ochs.*

Phl. 152-2 Philosophy in Literature 4 sem. hrs.

Topic for 1987-88: The Tragic Sense of Life. What is tragedy? What has tragedy to do with human limitation and the possibility of transcendence? With knowledge and morality? Is it wise to cultivate a tragic sense of life, or do scientific and technological progress make tragedy obsolete? We will discuss these and other questions, through the reading of plays, novels, and short stories. We will also pay attention to what some philosophers have said about the meaning of tragedy for human existence. *Gooding-Williams.*

Phl. 154-2 Metaphysics: The Creative Imagination 4 sem. hrs.

Our capacity to construe our world, to make sense of what is around us, to envision alternatives, and to bring about change lies in the power of the imagination. At the juncture of philosophy, psychology, religion, and art is our uniquely human gift of imagination. In this course we will examine alternative visions of reality offered by different religious figures, and explore ways of empowering our imaginative potential. *Ochs.*

Phl. 156-2 Special Topics in Philosophy of Religion 4 sem. hrs.

Topic for 1987-88: Biblical Versions of the Spiritual Journey. Using selected texts from the Bible (The Book of Exodus, Song of Songs, Psalm 119, the Book of Jonah), we will explore the developing concept of the spiritual journey. *Ochs.*

[Phl. 157-2 Philosophy and the Marxist Tradition 4 sem. hrs. Not offered in 1987-88.]

This course focuses on the attempt by Marx and various Marxist philosophers to analyze traditional philosophical problems, e.g., the relation between knowledge and action; the nature of rationality, freedom, and alienation; and the justification of violence and social domination. *Members of the Department.*

[Phl. 158-2 Special Topics in Philosophy 4 sem. hrs. Not offered in 1987-88.]

Phl. 250-1, 2 Independent Study 4 sem. hrs.

Prereq.: consent of the instructor.

Sustained examination of a topic not covered in the regular course offerings. *Members of the Department.*

Phl. 255-0 Senior Thesis and Seminar

8 sem. hrs.

Prereq.: consent of the instructor.

Directed writing of a thesis and participation in a seminar that serves as a forum in which students can present the ongoing results of their research to their fellow philosophy majors. *Members of the Department.*

[Phl. 290-1 Philosophy Seminar 4 sem. hrs. Not offered in 1987-88.]

A careful reading of Plato's dialogues. *Ochs.*

Phl. 450-1, 2 Independent Study: Graduate Level 4 sem. hrs.

Members of the Department.

Faculty

Carol Ochs, Ph.D. Professor of Philosophy and Chairman of the Department of Philosophy

Ynhui Park, Ph.D. Professor of Philosophy

Diane Raymond, Ph.D. Associate Professor of Philosophy

Robert Gooding-Williams, Ph.D. Assistant Professor of Philosophy and Coordinator of the Afro-American Studies Program

Physical Education

Physical Education for First-Year Students

Noncredit.

Participation in two physical education classes is required of all first-year students. For all students entering Simmons College in the Continuing Education Program and for other students transferring to Simmons with 64 or more credits, an automatic waiver of the first-year requirement will be applied. An adapted program to meet the needs of individuals with medical restrictions is arranged in cooperation with the Health Center.

The freshman requirement is fulfilled through courses that provide opportunities for each student to acquire or improve skills in the activities of her choice, which she can enjoy during and after college. The courses scheduled during the two semesters are dance (aerobic, modern, jazz), sports (badminton, basketball, crew, fencing, sailing, figure skating, squash, cross-country skiing, swimming, tennis, and volleyball), conditioning activities, yoga, jogging, and weight control. Additional instructional classes in seasonal sports are offered during the fall and spring terms. *Olmstead, Staley, Lorraine.*

Physical Education for Upperclass Students

While there is no requirement in physical education beyond the first year, upperclass students may, within the limitations of available time and space, elect courses from the regular freshman program.

Faculty

Sheila Brown, M.S. Director of Athletics and Physical Education

Doris Emery Olmstead, M.Ed. Associate Professor of Physical Education

Anita Lorraine, B.A. Special Instructor in Physical Education

Mary Staley, B.S. Special Instructor in Physical Education

Department of Physical Therapy

Physical therapy is a profession that contributes to meeting the health needs of society. The practice of physical therapy is directed toward prevention of disability; relief of pain; development, improvement, or restoration of motor function; and maintenance of maximum performance within a person's capability.

Students entering as freshmen in fall 1986 and thereafter who complete the concentration in physical therapy will graduate with the master's degree in physical therapy. Students entering before this date or entering with junior standing or higher who complete the concentration in physical therapy will receive the B.S. degree and the certificate in physical therapy. All graduates will be eligible to take the examination for licensure in all states.

Career opportunities exist in hospitals, rehabilitation centers, private practice settings, military service, and many other areas. Specialized areas that require expertise in physical therapy are also developing. Graduate work may be pursued in physical therapy, or the related fields of medicine, anatomy, physiology, psychology, sociology, or education.

Currently the concentration in physical therapy is accredited by the American Physical Therapy Association.

For entering freshmen, the concentration in physical therapy will extend over a period of six years. The first three years are devoted to fulfilling requirements in the necessary basic natural and social sciences, liberal arts, and electives. At the end of four years, a student with a concentration in physical therapy

will receive a B.S. degree; however the completion of the master's degree will be necessary before practicing physical therapy.

The facilities in the affiliated hospitals are such that a limitation must be placed on the number of students admitted to the concentration in a given year. If at any time a student's work, conduct, or health is unsatisfactory, or if she fails to manifest those qualities judged to be essential in the practice of physical therapy, she may be required to withdraw from the concentration.

Throughout her six years at Simmons, the student concentrating in physical therapy must meet certain personal, academic, and professional requirements. These requirements should be reviewed by the student periodically to insure that all appropriate steps are being taken toward reaching her goal. The Department of Physical Therapy monitors the progress of each student during the time she is enrolled in Simmons College, and takes appropriate action toward those students whose work is not meeting program requirements.

A handbook containing information on prerequisite courses, academic requirements, student responsibilities, and the professional curriculum is available to all students interested in, or a part of, the concentration in physical therapy.

Prerequisites. Students entering as freshmen in the fall must take the following courses during the first three years in order to qualify for the concentration in physical therapy: Chm. 111 or Chm. 113, Chm. 112, Bio. 106 or Bio. 113, Bio. 108 or Bio. 115, Phy. 110, Phy. 111, Psy. 101, one additional psychology course (Psy. 131, 133, 231, 235, or 243), Bio. 131, Bio. 132, and Mth. 108. Prior to the senior year, each student must have completed a certified course in cardiopulmonary resuscitation.

In general, electives should be chosen outside the area of science, but in accordance with general interests.

Requirements. The following courses, to be offered beginning in the academic year 1989-90, will be required for completion of the master's degree in physical therapy. Course descriptions will be included in the 1989-90 catalog.

PT 305	Principles of Disease and Disability
PT 306	Clinical Sciences I
PT 407	Clinical Sciences II
PT 508	Clinical Sciences III
PT 310	Dynamics of Human Movement I
PT 411	Dynamics of Human Movement II
PT 320	Introduction to PT Procedures
PT 421	PT Evaluation and Treatment I
PT 422	PT Evaluation and Treatment II
PT 523	PT Evaluation and Treatment III
PT 331	PT in the Health Care System I
PT 432	PT in the Health Care System II
PT 340	Principles of Neurokinesiology
PT 441	Advanced Human Anatomy
PT 355	Introduction to Research
PT 357	Directed Research
PT 470	Clinical Internship I
PT 571	Clinical Internship II
PT 572	Clinical Internship III
PT 580	Research
PT 585	Seminar
PT 550	Independent Study

Comprehensive examinations will be required.

Students entering before the fall semester of 1986 or who enter with higher than freshman status must take the following prerequisites and course requirements: Chm. 111 or Chm. 113, Chm. 112, Bio. 106 or Bio. 113, and Bio. 108 or Bio. 115. In the second year, students must take Bio. 121, Phy. 110, Phy. 111,

Psy. 101, and Psy. 235. During the third year, students must take Bio. 131, Bio. 132, and Mth. 108.

Requirements

PT 229	Human Development
PT 230	Advanced Human Anatomy
PT 231	Kinesiology
PT 232	Exercise Physiology
PT 233	Psychological Aspects of Physical Illness and Disability
PT 234	Medical Lectures I
PT 235	Medical Lectures II
PT 237	Evaluation Procedures
PT 238	Neurosciences
PT 239	Physical Therapy Procedures I
PT 240	Physical Therapy Procedures II
PT 241	Physical Therapy Procedures III
PT 242	Therapeutic Exercise I
PT 243	Therapeutic Exercise II
PT 244	Physical Therapy in the Health Care System I
PT 245	Physical Therapy in the Health Care System II
PT 250	Clinical Education I
PT 251	Clinical Education II

Qualified college graduates who enter before fall 1989 may be admitted into the final 18 months (July to December of the following year) of the professional curriculum as candidates for a second baccalaureate degree. Beginning in fall 1989, qualified students who have completed a bachelor's degree in a field other than physical therapy may be admitted into the final three years of the professional curriculum by applying as candidates for the master's degree in physical therapy. Preference is given to applicants who have taken eight semester hours each in general biology, chemistry, physics, and psychology; and four semester hours each in anatomy, microbiology, physiology, and statistics.

Courses

Classes in physical therapy are not open to students in any of the College's other programs.

The following courses, given in the final year and a half, are designated by the numbers 1, 2, and 3 after the dashes, which signify the semesters in which the courses are given. (The third semester begins in the summer and continues until the end of the semester.) The courses must be taken in sequence, i.e., each course listed in the first semester must be completed before taking courses in the second semester; the courses listed in the second semester must be completed prior to taking courses offered in the third semester.

PT 229-2 Human Development 3 sem. hrs.

The study of normal human development, from fertilization through the aging process, with emphasis on the musculoskeletal, nervous, and cardiovascular systems. *Goodgold-Edwards, Wiesel.*

PT 230-1 (Summer) Advanced Human Anatomy

5 sem. hrs.

The study and interrelationship of human structures, with emphasis on the skeletal and neuromuscular systems. Lecture, discussion, and cadaver dissection. *Palmer.*

PT 231-1 Kinesiology 4 sem. hrs.

Prereq.: PT 230.

Analysis of normal muscle function based on principles of biomechanics, musculoskeletal anatomy, and neuromuscular physiology. Lecture, problem solving, and laboratory practice. *Palmer.*

PT 232-2 Exercise Physiology 2 sem. hrs.

Study of physiological effects of exercise on systems of the body. *Jette.*

PT 233-1 Psychological Aspects of Physical Illness and Disability 1 sem. hr.

Psychology as applied to individual differences, development, growth, and adjustment. Psychodynamic mechanisms, with special reference to disease and trauma. *Foord.*

PT 234-2, PT 235-3 Medical Lectures I and II

5 and 4 sem. hrs., respectively.

Lectures on the nature, cause, clinical course, and treatment of disease and disabilities affecting human systems. Seminar on physical therapy management of patients with these diseases and disabilities. Lectures on drugs, their use, and their effects on the human system. *Foord.*

PT 237-2 Evaluation Procedures 5 sem. hrs.

Theory, rationale, and application of techniques designed to assess an individual's level of function and development. Lecture and laboratory. *Palmer, Owens.*

PT 238-1 Neurosciences 4 sem. hrs.

Study of neuroanatomy, neurophysiology, and clinical neurology of the human central, peripheral, and autonomic nervous systems. Lecture, discussions, and laboratory. *Palmer.*

PT 239-1, PT 240-2, and PT 241-3 Physical Therapy Procedures I, II, and III

5, 2, and 3 sem. hrs., respectively.

Theory, rationale, and application of physical therapy procedures used in management of patients with disorders of the musculoskeletal, neuromuscular, and cardiopulmonary systems. Emphasis on problem solving and practical application of techniques. *Jette, Marich.*

PT 242-2, PT 243-3 Therapeutic Exercise I and II 4 sem. hrs. each.

Principles and theoretical consideration of exercise as a therapeutic agent. Foundations of motor development and motor learning are explored in relation to exercise. Emphasis on neurophysiological approaches to patient care. *Hughes, Toms, Wiesel.*

PT 244-1, PT 245-3 Physical Therapy in the Health Care System I and II 3 sem. hrs. each.

This sequence of courses covers aspects of physical therapy practice that relate to communication, team approach to health care, ethical and legal aspects of practice, principles of scientific inquiry, and professional responsibilities of a physical therapist. *Goodgold-Edwards, Toms.*

PT 250-2, PT 251-3 Clinical Education I and II 4 sem. hrs. each.

Supervised experience in practice of physical therapy in departments of affiliating facilities. *Owens.*

Faculty

Janice E. Toms, P.T., M.Ed. Associate Professor in Physical Therapy and Chairman of the Department of Physical Therapy

M. Lynn Palmer, P.T., Ph.D. Associate Professor in Physical Therapy

Shelley Goodgold-Edwards, P.T., M.S. Assistant Professor in Physical Therapy

Diane Jette, P.T., M.S. Assistant Professor in Physical Therapy

H. Mary Owens, P.T., M.S. Assistant Professor in Physical Therapy and Academic Coordinator of Clinical Education

Lynne Wiesel, P.T., M.S. Assistant Professor in Physical Therapy

Lynn Foord, P.T., M.S. M.Ed., Instructor in Physical Therapy

Linda Smith Secretary for the Department of Physical Therapy

Adjunct Faculty

Philip DiMatta, M.S. *Special Instructor in Physical Therapy*
Mary Gardner, R.N., M.S. *Special Instructor in Physical Therapy*
Michele Hughes, P.T., B.S. *Special Instructor in Physical Therapy*
Sharon Marich, P.T., B.S. *Special Instructor in Physical Therapy*
Mary Murphy, P.T., B.S., *Special Instructor in Physical Therapy*
Catherine Walls, P.T., M.S. *Special Instructor in Physical Therapy*
Thomas Walshe, M.D. *Lecturer in Neurology*

Department of Physics

Physics probes the basic laws governing the physical universe, from the realm of the galaxies to the subatomic microcosm. Its fundamental principles apply to these worlds, and to chemical and biological systems as well. The subfields of physics (such as optics, electromagnetism, and nuclear physics) provide an understanding of the phenomena of our physical environment, and underlie the common technology that increasingly forms part of that environment.

The physics curriculum is designed to give physics concentrators a strong preparation in the various subfields of physics, and to allow concentrators in other sciences to pursue the application of physical principles to their own fields of study. Physics concentrators prepare for careers in teaching or research; graduate study is required for college teaching and senior research positions.

The physics courses are divided into three levels: introductory (with course numbers in the 110's), intermediate (numbered in the 120's), and advanced (numbered in the 130's). Phy. 110, 111, and 115 are designed as introductory courses for nonscience students and for science students with little mathematical preparation. Also for nonscience students are introductory courses in astronomy and geology. Phy. 112, 113 is

the beginning course for science concentrators. At a somewhat higher level and more mathematical than the other introductory courses, it is a prerequisite to the intermediate and advanced courses. In addition, there is an introductory sequence of courses in electronics and microcomputers, Phy. 118, 119, given in conjunction with the Computer Science Program. Students interested in other computer science courses should consult page 139.

Mth. 120 and Phy. 112, 113 are prerequisite to most intermediate courses. Each advanced course extends the work of one of the intermediate courses, and is designed for the physics major or minor who wishes to pursue in depth some subfield of physics. The decision as to which intermediate and advanced courses are given each year is made in response to the needs of the students.

Concentration in Physics

The required courses are Mth. 110, 111, and 120; Phy. 112, 113; either Phy. 125 or Mth. 121; and six more semester courses in physics, for a total of 12 semester-long courses in mathematics and physics. Of the total of 12 semester-long courses, one or two will be independent study in physics.

Joint Concentrations

Joint concentrations are available for students who wish a career in a related field, such as astronomy, mathematics, or chemistry. Such concentrations can be worked out in consultation with a Physics Department adviser. An example of a concentration that combines mathematics and physics is the following: Mth. 110, 111, Calculus I, II; Phy. 112, 113, Fundamentals of Physics; Mth. 120, Calculus III; Mth. 121, Calculus IV, or Phy. 125, Calculus in the Physical Sciences; two intermediate physics courses (numbered in the 120's); two more math courses above Mth. 111; and two more courses in physics and/or mathematics.

An example of a joint concentration that combines chemistry and physics follows:

First year

Chm. 113	Principles of Chemistry
Chm. 114	Organic Chemistry I
Mth. 110	Calculus I
Mth. 111	Calculus II

Second year

Chm. 125	Organic Chemistry II
Chm. 126	Quantitative Analysis
Mth. 120	Calculus III
Phy. 112, 113	Fundamentals of Physics

Third year

Chm. 131	Thermodynamics and Kinetics
Chm. 132	Quantum Mechanics and Molecular Structure
Phy. 120	Waves and Optics
Phy. 121	Modern Physics

Fourth year

Chm. 144	Advanced Physical Chemistry
Phy. 123	Electricity and Magnetism
Phy. 131	Quantum Theory and Applications

Another example of a physics-related program is one leading to a career in astronomy. A good undergraduate preparation for astronomy is a physics or math-physics concentration, plus a course in astronomy and a course in chemistry.

In cooperation with Dartmouth College and Boston University, Simmons offers bachelor's degree programs in engineering, which are described on page 146.

Prerequisites. In order to concentrate in physics, a student must complete Phy. 112, 113 and Mth. 110, 111 by the end of the second year and Mth. 120 by the middle of the third year.

Courses

Astronomy

Ast. 110-2 Introduction to Astronomy

4 sem. hrs.

The structure and evolution of the universe, the galaxies, the stars, and the solar system. Galaxy types, star types, stellar measurements, the physics of stars, and the mechanics of satellites. Field trips and laboratory.

Geology

[Geo. 110-1 Introduction to Geology 4 sem. hrs.

Not offered in 1987-88.]

The structure, history, and development of earth's crust, including such topics as weathering and erosion, volcanism, plate tectonics, and mountain building. The dating and mapping of past events. Field trips and laboratory.

Physics

Phy. 105-1 The Way Things Work: Physics and Technology in the Everyday World 4 sem. hrs.

Through a "hands-on" investigation of home wiring, plumbing and heating systems, solar power, automobile engines, supermarket laser scanners, VCRs, remote control devices, burglar alarms, etc., the student will learn how many of today's technological devices work, together with the underlying physical principles that govern them. The aim of this course is to provide both an insight into the fundamentals of modern technology and practical experience in dealing with real systems found in daily life. *Goldberg*.

Phy. 110-1, 111-2 Introductory Physics

4 or 8 sem. hrs.

Prereq.: secondary school algebra. (Phy. 110 is prereq. to Phy. 111.)

The fundamentals of physics for students with little mathematical preparation. Does not serve as a prerequisite for further work in physics. Topics will be drawn from mechanics, electricity and magnetism, waves and optics, and modern physics. Weekly laboratory. *Goldberg*.

Phy. 112-1, 113-2 Fundamentals of Physics

4 or 8 sem. hrs.

Prereq. or concurrent: Mth. 110, 111. Freshmen must obtain consent of the instructor. (Phy. 112 is prereq. to Phy. 113.)

Concentration on the subjects of mechanics and electricity and magnetism, on the concepts of particle and field, motion, mass, force, energy, and momentum. Additional material drawn from kinetic theory, heat and thermodynamics, waves, and optics. The first course in physics for science majors. Weekly laboratory.

[Phy. 115-1 Nuclear Energy 4 sem. hrs.] Offered when student enrollments warrant.]

A critical consideration of the relative merits (including availability, cost, pollution, safety) of competing energy sources (fission, fusion, fossil fuel, hydroelectric, geothermal, solar), with emphasis on the physics of nuclear energy (atomic and nuclear structure, radioactivity, radiation detection, nuclear fission and fusion, nuclear reactors). Occasional laboratory.

Phy. 118-2 Digital Electronics and Micro-computer Programming 4 sem. hrs.

An introduction to digital electronics aimed at an understanding of the basic elements and functioning of a microcomputer, followed by an introduction to machine language programming. Topics include digital variables, Boolean algebra, binary numbers and arithmetic, basic logic gates, higher-level logic circuits and their relation to computer calculation, and memory circuits. Microcomputer architecture. Machine instructions for data transfer, control, arithmetic operations, and input/output. Students with no previous programming experience should consult the instructor. Weekly laboratory. *Dokos.*

Phy. 119-1 Analog Electronics and Micro-computer Interfacing 4 sem. hrs.

Prereq.: Phy. 118 and Mth. 111.

Analog electronics, with special emphasis on circuit characteristics that are important in interfacing computers with external devices. Passive components and Kirchoff's laws. Operational amplifiers, comparators, and digital-to-analog and analog-to-digital converters. Microcomputer techniques for supporting external devices. Weekly laboratory. *Prenowitz.*

The following courses are offered when student enrollments warrant:

[Phy. 120 Waves and Optics 4 sem. hrs.]

Prereq.: Phy. 113.

The properties of waves, such as reflection, refraction, interference, diffraction, and polarization, with string, water, acoustic, and electromagnetic waves used as examples. Emphasis will be on light. Weekly laboratory.

[Phy. 121 Modern Physics 4 sem. hrs.]

Prereq.: Phy. 113 and Mth. 120.

The wave and particle natures of light and matter, relativity, and introduction to quantum theory. Topics selected from atomic, nuclear, solid state, and statistical physics. Weekly laboratory.

[Phy. 122 Mechanics 4 sem. hrs.]

Prereq.: Phy. 113 or consent of the instructor.

Prereq. or concurrent: Mth. 120.

The fundamental principles of Newtonian mechanics; the conservation laws; topics in the dynamics of a particle, including oscillations and central force motion; and the dynamics of a system of particles. Occasional laboratory.

[Phy. 123 Electricity and Magnetism 4 sem. hrs.]

Prereq.: Phy. 113 and Mth. 120.

The basic laws and principles of electromagnetism. Electrostatics, steady currents, magnetic fields of electric currents, Faraday's law of induction, alternating current circuits, and Maxwell's equations. Occasional laboratory.

[Phy. 124 Thermodynamics and Statistical Physics 4 sem. hrs.]

Prereq.: Phy. 113 and Mth. 120.

The statistical description of macroscopic systems. Equilibrium and irreversibility; heat and temperature; and the first, second, and third laws of thermodynamics. Occasional laboratory.

[Phy. 125 Calculus in the Physical Sciences 4 sem. hrs.]

Prereq.: Phy. 112 and Mth. 120.

Topics in calculus studied for their applications to physical systems, such as line and surface integrals. Stokes's and Green's theorems, ordinary differential equations, and Fourier series.

[Phy. 126 Electronics 4 sem. hrs.]

Prereq.: Phy. 113 or 119.

Diodes and transistors; diode and transistor models and circuits. Analysis of linear circuits and systems, response functions, and frequency response. Applications, including such topics as modulation and detection, noise, transducers, and instrumentation. Weekly laboratory.

[Phy. 131 Quantum Theory and Applications 4 sem. hrs.]

Prereq.: Phy. 121 and Mth. 121 or Phy. 125.

The basic concepts of nonrelativistic quantum mechanics. Quantum states, measurement, and the uncertainty principle. State vectors and operators. Wave mechanics and matrix mechanics. Bound states and scattering problems. Applications to topics selected from atomic, molecular, and solid state physics.

[Phy. 132 Advanced Mechanics 4 sem. hrs.]

Prereq.: Phy. 122 and Mth. 121 or Phy. 125.

Topics chosen from rigid body motion, moving coordinate systems, Lagrange's equations, small oscillations, normal modes, continuous media, and relativistic mechanics.

[Phy. 133 Advanced Electromagnetism*4 sem. hrs.]**Prereq.: Phy. 123 and Mth. 121 or Phy. 125.*

Maxwell's equations, electromagnetic waves, fields and potentials of a moving charge, radiating systems, electric and magnetic properties of matter, and introduction to relativistic electrodynamics.

[Phy. 135 Mathematical Methods of Physics*4 sem. hrs.]**Prereq.: Phy. 113 and Mth. 121 or Phy. 125.*

Topics used in advanced physics and chemistry courses, emphasizing applications. Typical subjects include vector analysis, the Sturm-Liouville problem, special functions, Fourier integrals, partial differential equations, calculus of variations, and complex integration.

Phy. 199 Individual Study *4 sem. hrs.**Members of the Department.***Phy. 250 Independent Study** *4 sem. hrs.**Members of the Department.***Phy. 255 Research in Physics: Senior Seminar***8 sem. hrs.**Offered by arrangement only.*

An investigation of some special topic involving a search of the literature; may involve some experimental work culminating in a thesis. *Members of the Department.*

Faculty

Edward Prenowitz, M.A. *Professor of Physics, Chairman of the Department of Physics, and Coordinator of the Computer Science Program*

Constantine Dokos, Ph.D. *Assistant Professor of Physics*

Velda Goldberg, Ph.D. *Assistant Professor of Physics*

Norma Fleming, B.A. *Secretary for the departments of Mathematics and Physics*

Department of Political Science

The field of political science is divided into four subfields: American Politics, Comparative Politics, International Politics, and Political Theory. Collectively, courses in these areas introduce students to the study of the institutions of government, the processes of decision making (domestic and international), the content of these decisions (public policy), and their impact on society. The field of political science is also concerned with questions of how governments *should* be constituted and how politics *should* be carried out.

The study of political science has traditionally provided a solid foundation for careers in government (national, state, and local), diplomacy, law, and business, as well as in teaching and journalism. For this reason, students often choose to combine a concentration in political science with one of a wide variety of other concentrations, such as communications, economics, English, history, management, psychology, and sociology.

The curriculum in the Department of Political Science consists of four introductory courses, a wide variety of topics courses, and several advanced seminars. Students in the department are encouraged to undertake internships in government offices and interest groups at the national, state, and local level. They also have the opportunity to pursue independent research with individual professors. A limited number of juniors are able to spend a semester at the Washington Semester of the American University, Washington, D.C. The department also encourages students to engage in political science studies abroad.

Concentration in Political Science

Requirements. All concentrators are required to take the following four introductory courses in the four subfields of political science:

- PolS. 101 Introduction to American Politics
- PolS. 102 Introduction to International Politics
- PolS. 103 Introduction to Political Theory
- PolS. 104 Introduction to Comparative Politics

Students must also take:

- PolS. 230 Early Modern Political Theory
- Eco. 101, 102 Principles of Economics
- Political science electives, 12 semester hours, including one political science seminar.

The College degree requirement of eight semester hours of independent learning may be met by PolS. 250, 255, 270, 280, or any seminar offered by the Department. These eight semester hours (with the exception of a seminar) are in addition to the 40 semester hours required in the political science concentration.

Honors in Political Science. An honors program is offered to qualified students who fulfill the College requirements as designated on page 29 and who have at least a B average in political science. A student must submit a proposal to the Department for approval.

In addition to the courses listed above, an honors candidate is also required to complete satisfactorily PolS. 255, Directed Study: Senior Thesis.

Courses

Survey Courses

PolS. 101-1, 2 Introduction to American Politics 4 sem. hrs.

Analysis of the institutional development of American national government, emphasizing the Presidency, Congress, and the Supreme Court. Special attention to the political process, parties, pressure groups, and the bureaucracy.

PolS. 102-1, 2 Introduction to International Politics 4 sem. hrs.

An introduction to the patterns of relations among states, both conflictual and cooperative. The relations between the superpowers, and between the superpowers and the Third World, will be examined. Students will take part in a simulation of an international crisis. *Miner.*

PolS. 103-1 Introduction to Political Theory 4 sem. hrs.

Analysis of classic texts of antiquity and the Middle Ages, with reference to issues of equality, authority, political knowledge, virtue, and responsibility. Readings from Homer, Sophocles, Thucydides, Plato, Aristotle, Cicero, St. Augustine, and Aquinas. *Gilson.*

PolS. 104-1, 2 Introduction to Comparative Politics 4 sem. hrs.

An introduction to the study of governments other than the United States. Governments selected for study include Great Britain, France, the Soviet Union, the People's Republic of China, and Egypt. *Beattie.*

Topics Courses

[PolS. 210 Public Administration 4 sem. hrs. Not offered in 1987-88.]

Enrollment: not open to freshmen.

Basic principles, practices, and problems of administrative organization and management in modern American governmental units.

PolS. 211-1 The Politics of Cities 4 sem. hrs.

Evaluation of the development of cities. Discussion of informal processes that link informal demands to formal institutional process; emphasis is on political parties and interest and ethnic groups. Evaluation of the impact of urban programs, such as schooling, welfare, etc.

PolS. 212-2 The American Congress 4 sem. hrs.
An introduction to the history and operational dynamics of the Congress. One section will analyze the processes of the House of Representatives; the second will examine the dynamics of the Senate. The final section will concentrate on Congressional-Executive relations and domestic and foreign policy making.

[PolS. 213-1 Women and the Law 4 sem. hrs.]
Not offered in 1987-88.]

Enrollment: not open to freshmen.

Using the case method, the course will deal with sex-based discrimination and the range of problems with which recent court decisions have been concerned, such as equal rights, women in the labor force, educational opportunities, family law, taxation, and laws affecting rape. *Miles.*

PolS. 214-2 Constitutional Law: The Modern Court 4 sem. hrs.

Analysis of the Supreme Court's decisions in the last two decades, with emphasis on those cases dealing with civil, political, and social questions. Consideration of the Warren Court and its impact on American government and society. *Miles.*

PolS. 215-2 Black Politics 4 sem. hrs.

Analyzes the current debate between black liberals and conservatives over the successes, failures, and goals of welfare and affirmative-action policies. The economic and political background of the debate is also provided. *Gilson.*

PolS. 220-1 International Organization and Law 4 sem. hrs.

An introduction to the problems and processes of international organizations. Analysis of the issues dealt with by international organizations and the reasons for their successes and failures. *Miner.*

PolS. 221-1 The Arab-Israeli Conflict 4 sem. hrs.

This course will examine the political dimensions of the Arab-Israeli conflict. The course will analyze the interests and objectives of all the major parties in the conflict, ranging from its impact on Israeli society and the Palestinians to the concerns of other regional and superpower actors. *Beattie.*

[PolS. 222-2 The Making of American Foreign Policy 4 sem. hrs.] Not offered in 1987-88.]

Students will be expected to become familiar with forces in our society that have a significant impact on our foreign policy and machinery of decision making in foreign affairs. Examination of American policies will include not only what these policies are, but also what policy changes might profitably be made.

PolS. 230-2 Early Modern Political Theory

4 sem. hrs.

Analyzes the major thinkers of the Reformation, Renaissance, and Enlightenment. Beginning with Martin Luther and Machiavelli, and ending with Alexis deTocqueville, the course will place emphasis on the appearance of "modern" conceptions of politics, and their treatment of individuals as political actors. Readings include Luther, Machiavelli, Hobbes, Locke, Rousseau, Hume, Burke, and deTocqueville. *Gilson.*

PolS. 231-2 20th-Century Political Thought

4 sem. hrs.

Analyzes 20th-century political theory with reference to its particular 19th-century antecedents. Of particular concern are the issues of politics in a mass society and the contemporary debate about liberation. Readings include Mill, Marx, Nietzsche, Lenin, Freud, and Arendt. *Gilson.*

[PolS. 240-1 Soviet Politics 4 sem. hrs.] Not offered in 1987-88.]

An examination of the Soviet political system. Particular attention will be paid to the role of the Communist party in policy making and the relationship of the party to the state. In addition, the development and future of the Soviet political system will be considered. *Miner.*

[PolS. 241-1 Latin American Politics 4 sem. hrs.]

Not offered in 1987-88.]

Focuses on the political development of Latin America in the 20th century. Topics include populism, revolutionary movements, bureaucratic-authoritarian regimes, and the prospects for redemocratization. The course concludes with a discussion of the effects of American foreign policy on the region.

PolS. 242-2 Government and Politics of Africa

4 sem. hrs.

An examination of politics, economy, and society in post-colonial Africa, with emphasis on the continuing influence of colonialism on the problems and prospects of establishing and maintaining stable political communities and economic development, and on the role of the African countries in regional and international politics.

[POLS. 243-2 Middle Eastern Politics 4 sem. hrs.
Not offered in 1987-88.]

This course will provide a thorough introduction to the politics of the Middle East (Near East and North Africa). Emphasis will be placed on the search for legitimacy by the Arab regimes, the resurgence of Islamic fundamentalism, and the politics of Israel. *Beattie*.

[POLS. 244-1 Political Development 4 sem. hrs.
Not offered in 1987-88.]

An analysis of the causes and processes of political development. Major theories of political development will be examined and applied to various Third World countries.

[POLS. 245-1 Comparative Public Policy 4 sem. hrs.
Not offered in 1987-88.]

This course focuses on variations in the role played by the state in advanced capitalist systems. Key actors in the policy process (parties, bureaucracies, interest groups) are examined, along with policy output in specific issues (welfare, inflation, labor, regulation).

POLS. 246-2 Politics of Western Europe 4 sem. hrs.

Provides an overview of the politics of Western Europe. Key issues to be dealt with from a comparative perspective include political institution-building, varying modes of interest representation, and challenges facing Western Europe today. *Beattie*.

Seminars

[POLS. 310-1 Seminar on the American Presidency 4 sem. hrs. Not offered in 1987-88.]
Prereq.: Pol.S. 101.

A consideration of the American Presidency focusing each year on a different topic. There will be readings, discussions, and a term paper, which will be researched and discussed in the seminar.

POLS. 320-1 Seminar on National Security Affairs 4 sem. hrs.

An examination of the theories and realities of nuclear strategy and arms control. Current issues and controversies will be explored. *Miner*.

POLS. 330-2 Seminar on Marxist Political Thought 4 sem. hrs.

An analytical and historical study of Marx and Marxist thought through the examination of samples of his work, as well as that of revisionists. Topics to be discussed include historical materialism, alienation, ideology, capitalist contradictions, state and revolution, intellectuals' roles, hegemony, and critical theory. *Gilson*.

[POLS. 340-1 Seminar on Elites 4 sem. hrs. Not offered in 1987-88.]

This seminar is designed to familiarize students with elite theories and empirical works on elites in a broad range of countries. Special attention will be paid to charismatic and revolutionary world figures such as Roosevelt, DeGaulle, Meir, and Indira Ghandhi. *Beattie*.

Independent Learning

POLS. 250-1, 2 Independent Study 4 sem. hrs.

Prereq.: consent of the Department.

Open to students in government wishing to do advanced work with a member of the Department. *Members of the Department*.

POLS. 255-1, 2 Directed Study: Senior Thesis 4 or 8 sem. hrs.

Required for honors in government. Includes oral examination. *Members of the Department*.

POLS. 270-1, 2 Internship 8 or 16 sem. hrs.

Prereq.: consent of the Department.

For students in government who engage in supervised on-the-job experience in some government agency, or with a political office holder or office seeker.

POLS. 280-1, 2 Field Work 4 sem. hrs.

Prereq.: consent of the Department.

Similar to an internship, but requires a slightly different emphasis (on research) and a shorter commitment of time.

Faculty

Deborah Nutter Miner, Ph.D. Associate

Professor of Political Science, Chairman of the Department of Political Science and Coordinator of the International Relations Program

Kirk Beattie, Ph.D. Assistant Professor of Political Science

†Hrach Gregorian, Ph.D. Assistant Professor of Political Science

Nancy Haggard Gilson, M.A. Instructor in Political Science

Carroll French Miles, Ph.D. Professor Emeritus and Lecturer in Political Science

Rita Oriani Secretary for the departments of Economics, Political Science, and Sociology

†On special leave entire year 1987-88.

Department of Psychology

Psychology offers the student an opportunity to explore a variety of issues involved in the study and understanding of human behavior and experience. These include physiological functioning, a prolonged period of emotional and intellectual development, complex learning capacities, and an existence in a socio-cultural surrounding. Since psychological approaches to the study of human behavior are varied and diverse, the student will encounter a number of ways of viewing and analyzing behavior, each of which makes its particular contribution to the field. The challenge and interest of psychology lie in the opportunity it presents to the student to grow as a person, to come to understand herself and others, and to gain systematic knowledge of human behavior as a whole.

Concentrators in psychology may seek employment in a wide variety of positions after graduation. Possible positions include test administrator, research worker, counselor, personnel interviewer, or case aide. If a student selects appropriate courses, she may work in a school system testing children, work as a rehabilitation or psychiatric counselor, teach psychology in a secondary school, or work in agencies of the state or federal government. Psychology graduates may work as researchers in such areas as physiological psychology, medicine, child development, business administration, survey research, clinical psychology, or human factors.

A graduate degree in psychology is a prerequisite for teaching at the college level; for directing basic or applied research; and for working as a psychotherapist.

Combining a concentration in psychology with a concentration or sequence of courses in some other discipline may open the way to interesting

careers. At the present time, there are established sequences in quantitative psychology that combine mathematics and psychology; in art therapy that combine art and psychology; in computer science and psychology; and in biological psychology. Other fields that recent students have combined with psychology successfully are education, management, communications, philosophy, and English. For specific sequences that integrate psychology with other fields for particular purposes, a student should consult with the Psychology Chairman or her adviser. An undergraduate psychology concentration can also be good preparation for graduate work in other areas, including organizational psychology, social work, hospital administration, educational counseling, human engineering, computer science, and public health.

A program leading to the Master of Arts in Teaching, offered jointly with the Department of Education and Human Services, is open to qualified concentrators interested in teaching psychology at the high school level.

Concentration in Psychology

Requirements. The relatively small required core of courses makes psychology an ideal concentration to combine in various ways with applied and related areas, such as management, education, biology, computer science, etc. The required courses are as follows:

Mth. 108	Introductory Statistics
Psy. 101	Introduction to Psychology
Psy. 131	Physiological Psychology
Psy. 133	The Analysis of Behavior
Psy. 352	History and Systems of Psychology

To insure that students receive sufficient breadth across substantive areas, as well as some depth within at least one area, the Department also requires that each concentrator successfully complete a minimum of five courses (20 semester hours), with at least one course chosen from each of the following areas:

Basic Processes

Psy. 243 Learning and Cognition
Psy. 246 Psychology of Motivation
Psy. 247 Perception

Social and Developmental

Psy. 235 Developmental Psychology
Psy. 236 Psychology of Adolescence
Psy. 248 Social Psychology

Clinical and Personality

Psy. 230 Introduction to Personality
Psy. 231 The Nature of Abnormal Behavior
Psy. 241 Principles of Psychological Tests and Measurements

Upper Level: Theory and Application

Psy. 338 Statistical Methods in Psychological Research
Psy. 342 Seminar in Clinical Psychology
Psy. 344 Freud and Personology
Psy. 349 Social and Emotional Development

Upper Level: Research and Application

Psy. 332 Research and Applications in Biopsychology
Psy. 333 Research in Cognitive Processes
Psy. 348 The Human Environment

Thus, each psychology concentrator must complete 36 semester hours in psychology, as well as four hours in statistics. In addition to these 40 semester hours, all concentrators must satisfy the College requirement of eight semester hours of independent learning. Normally, at least four hours of independent learning should be in psychology. One course from the Upper-Level Research and Application category will be counted as independent learning, provided it is followed by related work in Psy. 250. Psy. 280, Field Work in a Psychological Setting, is a one-year course that meets the all-College requirement for independent learning.

Electives. In addition to taking courses from the required areas listed above, students are encouraged to choose from among the following:

Special Areas

Psy. 199 Individual Study in Psychology
Psy. 225 The Experiences of Women
Psy. 237 The Psychological and Socio-cultural Aspects of Aging
Psy. 245 Appetite, Obesity, and Eating Disorders
Psy. 336 Seminar in the Psychology of the Disturbed Child and Adolescent
Psy. 353 Individual Intelligence Testing

Prerequisites. Psy. 101, Introduction to Psychology, is a prerequisite for all other courses offered by the Department of Psychology.

Recommendations. Students considering a concentration in psychology are advised to take Psy. 101, Introduction to Psychology, and Mth. 108, Introductory Statistics, during their freshman year.

The order in which these courses are taken is not important. Because some background in natural science is of significant value to students who plan a career in psychology, they are advised to consider at least one course in biology, chemistry, or physics.

In general, the Department encourages flexible and individualized course planning of electives both within and without the field of psychology. Students should consult the Department Chairman or their adviser to arrange programs that meet their particular needs. The following recommendations will serve as a guide to planning an appropriate program.

1. A student planning a career working with children, such as early childhood education, counseling, child guidance, or research, should take Psy. 235, Developmental Psychology; Psy. 241, Principles of Psychological Tests and Measurements; Psy. 349, Social and Emotional Development.

2. A student planning a career in a hospital setting or one in which physiological research may be involved should take Psy. 247, Perception; Psy. 332, Research and Applications in Biopsychology; and at least part of her depth requirement in biology and/or chemistry.

3. A student who is interested in a career in behavioral research, human factors, computer-based instruction, or computer science should take Psy. 338, Statistical Methods in Psychological Research, and at least two of the following: Psy. 243, Learning and Cognition; Psy. 246, Psychology of Motivation; Psy. 247, Perception; and Psy. 333, Research in Cognitive Processes. Students are also encouraged to attain some competence in

relevant areas of mathematics or applied computer science. The selection of such courses, commensurate with the student's background and interests, should be discussed with Teresa Carterette, Professor of Psychology.

4. A student with career interests in the clinical and personality area should take either Psy. 230, Introduction to Personality, Psy. 231, The Nature of Abnormal Behavior, or both. In addition, Psy. 342, Seminar in Clinical Psychology, and Psy. 344, Freud and Personology, are recommended.

5. A student planning a career in social service or human resource development should choose her psychology electives from among the following courses: Psy. 225, The Experiences of Women; Psy. 230, Introduction to Personality; Psy. 231, The Nature of Abnormal Behavior; Psy. 237, The Psychological and Sociocultural Aspects of Aging; Psy. 241, Principles of Psychological Tests and Measurements; Psy. 246, Psychology of Motivation; Psy. 248, Social Psychology; Psy. 244, Freud and Personology; and Psy. 348, The Human Environment.

Honors in Psychology. Candidates for honors in psychology are expected to fulfill the College requirements as designated on page 29.

In addition to the courses described in the concentration in psychology, the honors student must complete Psy. 255, Honors Program: Senior Thesis. This course will also satisfy four semester hours of the independent learning requirement.

Courses

[Bio. 109-1 Biology and Psychology of Women

4 sem. hrs. Not offered in 1987-88.]

Not a prerequisite for further courses in biology.

Not open to students who took Bio./Psy. 109.

An examination of the biological and psychological factors that play a part in the development of women's sex identification and role in today's society. Concern will be with the genetic, anatomical, and physiological differences between the sexes and their interaction with early experiences, socialization processes, and psychological consequences. The scientific collection and analysis of data will be emphasized. *Couloopoulos.*

Psy. 101-1, 2 Introduction to Psychology

4 sem. hrs.

Contemporary approaches to the scientific study of behavior and neural processes. Theories and research topics range from maturation and development, learning, and social psychology to mental disorders. *Members of the Department.*

Psy. 131-2 Physiological Psychology

4 sem. hrs.

Consideration of the ways in which behavior and experience are related to physiological mechanisms, and may be modified through physiological means. Topics include basic neuroanatomy and neurophysiology, receptor and response systems, and the physiological bases of sleep and alertness, motivation, emotion, learning, and cognitive processes. Lectures and labs. *Thomas.*

Psy. 133-1 The Analysis of Behavior

4 sem. hrs.

Prereq.: Psy. 101, Mth. 108.

Experimental methods used in the study of psychological processes that underlie animal and human behavior. Special attention is given to the principles of behavior modification and to theories of learning and memory. *Carterette.*

Psy. 199-1, 2 Individual Study in Psychology

4 sem. hrs.

Prereq.: Psy. 101 and consent of the instructor.

Members of the Department.

Psy. 225-2 The Experiences of Women

4 sem. hrs.

Prereq.: Psy. 101.

An exploration of the psychology of the female experience, which will be considered from the psycho/biological, sociological, and contemporary points of view. The course will emphasize the development of the individual identity and will utilize the group dynamic approach. *Moore.*

Psy. 230-2 Introduction to Personality

4 sem. hrs.

Prereq.: Psy. 101.

A survey of various theoretical approaches to the study of personality development and dynamics, including psychoanalytic, behaviorist, and self theories. Consideration of selected empirical work and assessment techniques. Lecture and discussion. *Gentile.*

Psy. 231-1, 2 The Nature of Abnormal Behavior

4 sem. hrs.

Prereq.: Psy. 101.

Enrollment: normally open to juniors and seniors; others with permission.

Exploration of the nature and dynamics of neurosis, psychosis, depression, and other related modes of psychological functioning. Emphasis is placed on the issue of individual psychological growth and the interrelationship of normal and abnormal phenomena. Lectures and discussion. *Castle.*

Psy. 235-1, 2 Developmental Psychology

4 sem. hrs.

Prereq.: Psy. 101.

History of child psychology. Theoretical, experimental, and normative approaches to the understanding of development. Observation and interpretation of child behavior. Implications of current knowledge and theory for child rearing and education. *Couloopoulos, Grayson.*

Psy. 236-1 Psychology of Adolescence

4 sem. hrs.

Prereq.: Psy. 101.

A systematic interpretation of adolescent development and behavior. Research and major theories compared and critically evaluated. Lectures, discussion sections, and research projects. *Grayson.*

Psy. 237-1 The Psychological and Sociocultural Aspects of Aging

4 sem. hrs.

Prereq.: Psy. 101.

An examination of how past experience, cultural values, and social roles may influence behavior in the latter half of the human cycle. Lectures, discussion, and research projects. *Grayson.*

Psy. 241-2 Principles of Psychological Tests and Measurements

4 sem. hrs.

Prereq.: Psy. 101, Mth. 108.

The nature, uses, and limitations of the fundamental varieties of psychological measurement. Included are tests relevant to educational settings, personnel, and management, with emphasis on the relevance of tests and assessment techniques. Practice in test construction and administration is included. *Couloopoulos.*

Psy. 243-1 Learning and Cognition 4 sem. hrs.

Prereq.: Psy. 101.

Associationist and cognitive theories of learning and memory processes. Possible topics for student papers include behavior modification; the relation between culture and cognition; programmed or computer-based instruction; language acquisition and thinking; and the effect of aging on learning and memory. *Carterette.*

Psy. 245-1 Appetite, Obesity, and Eating Disorders 4 sem. hrs.

Prereq.: Psy. 101.

A study of the causes, consequences, and treatment of obesity and of eating disorders, such as anorexia, reveals much about these problems and about the normal control of eating and body weight. Physiological, psychological, and behavioral perspectives are considered. *Thomas.*

Psy. 246-2 Psychology of Motivation 4 sem. hrs.

Prereq.: Psy. 101.

Enrollment: normally open to juniors and seniors only.

Analysis of the development of motivation from simple drives to complex social needs, including the nature of emotion, attitudes, and motives. Emphasis on current research in motivation and its theoretical implications, with particular attention to sex differences in motives and their expression. *Coulopoulos.*

[Psy. 247-1 Perception 4 sem. hrs.] Not offered in 1987-88.]

Prereq.: Psy. 101.

Consideration of the nature of conscious processes, the question of levels of consciousness, the bases of accurate perception, and factors contributing to perceptual distortion and disability. The relationship between the physical world, with which we must interact, and the perceptual world, to which we respond, will be studied. *Thomas.*

Psy. 248-1 Social Psychology 4 sem. hrs.

Prereq.: Psy. 101.

Behavior as it is influenced by other people and social situations. The study of social influence, person perception, interaction, attitude change, and group dynamics. Lecture and discussion. *Gentile.*

Psy. 250-1, 2 Independent Study in Psychology 4 sem. hrs.

Prereq.: Psy. 101 and consent of the instructor.

Members of the Department.

Psy. 255-1, 2 Honors Program: Senior Thesis 4 sem. hrs.

Prereq.: Psy. 199 or 250 and consent of the Department.

For candidates for honors in psychology. Includes a senior thesis and a comprehensive examination. *Members of the Department.*

Psy. 280-1, 2 Field Work in a Psychological Setting 4 sem. hrs.

Prereq.: Psy. 101 and consent of the instructor.

Enrollment: senior standing.

The Department maintains special arrangements with host institutions whose staff members supervise qualified seniors in a variety of service and research settings. Activities include counseling, psychological testing, special education, interviewing, psychotherapy, and laboratory experimentation. Students are required to complete a total of eight semester hours in Psy. 280. *Carterette, Castle.*

[Psy. 332-1 Research and Applications in Biopsychology 4 sem. hrs.] Not offered in 1987-88.]

Prereq.: Psy. 131 or consent of the instructor.

Participation as a member of a small research team in all phases of a laboratory study of such areas as sleep, biorhythms, or biofeedback. Seminar discussions of current evidence regarding related issues in biopsychology and behavioral medicine. *Thomas.*

Psy. 333-2 Research in Cognitive Processes 4 sem. hrs.

Prereq.: Psy. 133.

Review of cognitive theory will serve as a basis for developing hypotheses about the role of cognitive processes in human reasoning, problem solving, and thinking. Working individually, or in groups, we will carry out research on one or more of these hypotheses. *Carterette.*

[Psy. 336-1 Seminar in the Psychology of the Disturbed Child and Adolescent 4 sem. hrs.]

Not offered in 1987-88.]

Prereq.: Psy. 235 or 236.

Consideration of the issues concerning disturbed children and adolescents and the causes of their behaviors. Discussion of theories, research, and therapies related to these experiences. Lectures, discussion, and research projects. *Grayson.*

Psy. 338-2 Statistical Methods in Psychological Research 4 sem. hrs.

Prereq.: Mth. 108, Psy. 101.

Discussion of the relationship between statistics and experimental methods, and the assumptions underlying analysis of variance designs. Applications to psychological data. *Carterette.*

Psy. 342-1 Seminar in Clinical Psychology

4 sem. hrs.

Prereq.: Psy. 231 and consent of the instructor.

Enrollment: limited to 15 students.

Introduction to the role of the clinician, diagnostic assessment, psychological treatment, and clinical research. Emphasis on the use of interviews and psychological tests in understanding psychopathology. Consideration of psychotherapy as a mode of treatment for disordered behavior. *Givens.*

Psy. 344-2 Freud and Personology 4 sem. hrs.

Prereq.: Psy. 101 and consent of the instructor.

Normally open to juniors and seniors only.

Theoretical analysis of the psychological foundations of the person. Readings in Freud and other dynamic theorists. Emphasis on the analysis of normality and the processes that sustain it, e.g., dreams. Seminar format with discussion and individual presentations. *Castle.*

Psy. 348-2 The Human Environment 4 sem. hrs.

Prereq.: Psy. 101 and 248 or consent of the instructor.

Social processes and institutions will be examined in an effort to understand how people function in the human environment. Common patterns and styles of interacting with others will be studied across a range of situations using the principles and methods of social psychology. *Gentile.*

Psy. 349-2 Social and Emotional Development

4 sem. hrs.

Prereq.: Psy. 235.

Socialization, moral development, aggression, dependency, peer interaction analyzed via cross-cultural studies, and the social class and ethnic influences on these developments will be explored. Lectures, discussion groups, and research projects. *Grayson.*

Psy. 352-1, 2 History and Systems of Psychology

4 sem. hrs.

Prereq.: Psy. 101 and at least two other psychology courses.

Enrollment: normally open to seniors only. Consent required.

An examination of classical theoretical positions in psychology, including the relationship between psychology and philosophy. Consideration of the history of psychology as a systematic discipline in the context of modern scientific and cultural developments. *Castle.*

[Psy. 353-1 Individual Intelligence Testing

4 sem. hrs. Not offered in 1987-88.]

Prereq.: Psy. 241 and consent of the instructor.

A study of individual intelligence testing and methods and procedures of test administration and evaluation. Included: the actual administration of the Stanford-Binet, WAIS-R, and WISC-R tests. A student who passes this course with a satisfactory record will be qualified as an individual administrator of these tests. *Coulopoulos.*

Faculty

Donald William Thomas, Ph.D. *Professor of Psychology and Chairman of the Department of Psychology*

Teresa Sosa Carterette, Ph.D. *Professor of Psychology*

Diane T. Coulopoulos, Ph.D. *Professor of Psychology*

Peter Watson Castle, Ph.D. *Associate Professor of Psychology*

Barbara F. Gentile, Ph.D. *Associate Professor of Psychology*

Lillian M. Grayson, Ph.D. *Associate Professor of Psychology*

Helen B. Moore, Ph.D. *Lecturer in Psychology*

Roberta Wayne, A.S. *Secretary for the Department of Psychology*

Associate, 1987-88

Stanley P. Rosenzweig, Ph.D. *Associate in Psychology*

Day Treatment Center, Veterans Administration Hospital, Boston

Department of Sociology

The sociology curriculum gives students an understanding of social behavior and social problems, as well as the skills to apply this understanding to a number of career areas. Sociology is complementary to careers in international relations, human services, government, law, journalism, and a range of other fields. Sociology also prepares students for graduate study in sociology, anthropology, and related fields, such as international relations, government, law, urban planning, and social work. One of the unusual features of the curriculum is that it

encourages and provides opportunities for combining a concentration in sociology with one in another liberal arts or professional field.

Concentration in Sociology

Requirements. The concentration in sociology permits each student to develop a combination of courses that derives its coherence from the topic or career area of interest to the student. Each concentrator is required to complete 28 semester hours in sociology and eight semester hours in independent learning in sociology. The 28 semester hours are composed of Soc. 101, 235, 251, and 252, and three other courses from one of the Department's seven Special Areas, which are listed below.

Required Core (16 semester hours)

- Soc. 101 Principles of Sociology
- Soc. 235 Inequality: Race, Class, and Gender in Comparative Settings
- Soc. 251 Applications of Sociological Theory
- Soc. 252 Introduction to Social Research

Special Areas (12 semester hours)

- 1. International Research
- 2. Sociology of Third World Development
- 3. Social Research and Policy Planning
- 4. Social Organizations
- 5. Sociology of Health
- 6. Sociology of Women
- 7. General Concentration in Sociology

Each Special Area contains required courses and a group of recommended courses. Following is the list of required courses for each Special Area. A list of the recommended courses for each area is available in the Sociology Department Office.

1. International Research
 - Soc. 220 Sociology of the World System
 - Soc. 221 Third World Societies
 - Soc. 253 Quantitative Research in Sociology

Four or eight semester hours of Soc. 289, Independent Research in Sociology.
2. Sociology of Third World Development
 - Soc. 220 Sociology of the World System
 - Soc. 221 Third World Societies

Soc. 234 The Black Experience in America
or
Soc. 272 Industrial Societies
3. Social Research and Policy Planning
 - Soc. 253 Quantitative Research in Sociology
 - Soc. 254 Evaluation and Policy Research

One sociology course in a topical area (Soc. 234, 241, 261-266, 281).
Four or eight semester hours of Soc. 289, Independent Research in Sociology.
4. Social Organizations
 - Soc. 271 Complex Organizations
 - Soc. 272 Industrial Societies

One sociology course in a topical area (Soc. 234, 241, 261-266, 281)
5. Sociology of Health
 - Soc. 241 Sociology of Health
 - Soc. 242 Death and Dying
 - Soc. 283 Women and Health: Sociological Perspectives
6. Sociology of Women
 - Soc. 281 Womanhood: A Sociological Perspective
 - Soc. 282 Women in Social Movements

Soc. 283 Women and Health: Sociological Perspectives

or

Soc. 264 Family and Society

7. General Concentration in Sociology

Any three electives chosen in consultation with a Department adviser.

In addition to these areas, one or two individual studies courses (Soc. 199) may be used to form an individualized Special Area for a student who has well-defined interests that do not correspond to any of the seven Special Areas. A student may also combine any two areas when designing her concentration. In all cases, a student's program must be designed in consultation with a Department faculty member.

Independent Learning. During the spring semester registration period of her junior year, each concentrator will design an eight-credit independent learning program for her senior year, in consultation with her adviser. Double concentrators will develop integrative independent learning programs with advisers from both disciplines. The independent learning courses include Soc. 250, Independent Study in Sociology, Soc. 270, Internship in Sociology, Soc. 280, Field Work in Sociology, and Soc. 289, Independent Research in Sociology.

Honors Program. Students who apply for and are admitted into the honors program in sociology may meet their independent learning requirement through Soc. 255, Honors Thesis (8 sem. hrs.).

Candidates for honors in sociology are expected to fulfill the College requirements designated on page 29. Students interested in the honors program should consult with a Department faculty member about their eligibility and application procedures. Applications are generally

due at least three weeks in advance of registration for the beginning semester of the honors program. Candidates must have attained at least a grade of B in all sociology courses to be considered for the honors program.

Double Concentrations. The Special Areas focus of the curriculum provides and encourages several opportunities for combining a concentration in sociology with a concentration in another liberal arts or professional field.

Students interested in double concentrations should consult with a member of the sociology faculty and review the Department's suggestions for linking the Special Areas in Sociology with concentrations in several other departments and programs at Simmons.

Courses

Soc. 101-1, 2 Principles of Sociology 4 sem. hrs. Emergence and development of sociological thought and research. An introduction to basic concepts and theoretical approaches. Application to selected social issues in American and other societies.

Soc. 202-1 Cultural Anthropology 4 sem. hrs. Human evolution and the cultural basis of society. Focus on differing cultural values, beliefs, and norms and their relationship to patterns of behavior and attitudes vis-à-vis family, community, religion, knowledge, illness, pain, aging, death, and other areas of life. Cross-cultural case studies.

Soc. 220-1 Sociology of the World System 4 sem. hrs.

Sociological aspects of the world system; structural and cultural variables generated by or in response to the formation of the world system; and interplay of these variables in international politics and relations. Topics to be covered: formation of the world system, nation-state competitions within world interdependence, militarism, North-South debate, emergence of new transnational classes of multinational executives and Third World labor, minorities as transnational actors in international relations, and problems of stability and order in the changing world organization.

Soc. 221-2 Third World Societies 4 sem. hrs.
Emergence of national state systems in the Third World in the postcolonial period. Sociological analysis of history; socioeconomic structures, including ethnic, sectarian, and class structures; political intra- and interstate relations; and Third World and world systems. Different regions of the world will be covered, depending on faculty expertise.

Soc. 234-1 The Black Experience in America

4 sem. hrs.

A sociological examination of the dimensions and patterns of the Afro-American experience in historical and contemporary perspectives.

Soc. 235-1 Inequality: Race, Class, and Gender in Comparative Settings 4 sem. hrs.

Concepts of race (including ethnicity and sectarian groups, class, gender, and minorities). Emergence, functions, and consequences of class stratification, racism, and sexism in American and other societies. Development of analytical frameworks for understanding minority status regarding race, class, and gender within national and international dimensions.

Soc. 241-2 Sociology of Health 4 sem. hrs.

Introduction to the field of medical sociology. Emphasis is on the social production of illness and a sociological understanding of health care systems. A historical and cross-cultural approach to the personal experience of illness, the health professions, and epidemiology. Special attention to contemporary health care issues, including sexism and racism, financing health care, the medicalization of American society, and alternative health care systems.

Soc. 242-1 Death and Dying 4 sem. hrs.

In-depth analysis of the meanings, attitudes, rituals, and institutional practices concerning death and dying. Social-psychological components and societal practices are considered from the sociological, legal, and medical perspectives. Topics include euthanasia, dying children and adolescents, the funeral industry, the hospice movement, and the concept of "mega-death."

Soc. 251-2 Applications of Sociological Theory

4 sem. hrs.

Examination of main theoretical schools of thought in sociology, such as functionalism, social behaviorism, and conflict theory. Emphasis on the application of sociological theory to selected social issues and personal social behavior.

Soc. 252-1, 2 Introduction to Social Research

4 sem. hrs.

Focus is on the logic and skills of social research, and on training the student to become a responsible consumer of social scientific research. Emphasis on the relationship between theory and research, research design, types of measurement and methods of data analysis. Also includes social research ethics and an introduction to using computers in social science research.

Soc. 253-1 Quantitative Research in Sociology

4 sem. hrs.

Prereq.: Mth. 108, Mth. 179, and Soc. 252.

Advanced data analysis, including multivariate analysis using survey data and a statistical program for the social sciences. Students will gain experience doing computer analyses, building causal models, and conducting hypothesis testing. Individual analytic projects will be pursued.

Soc. 254-2 Evaluation and Policy Research

4 sem. hrs.

The process of evaluating social programs and policies. An introduction to asking research questions, evaluating client relationships, analyzing data for evaluation research, and presenting evaluation results in policy format. Additionally, students will be involved in individual evaluation research or policy assessment projects.

Soc. 261-2 Urban Sociology 4 sem. hrs.

Sociological contributions to understanding the contemporary city and selected urban issues, using Boston as an example. Focus also placed on the cross-cultural study of the development of urban communities and urban policy and planning. Field work placement in Boston.

Soc. 262-1 Criminology 4 sem. hrs.

A critical examination of the types and patterns of behaviors that are socially defined as criminal. Focus on major theories of criminal and deviant behavior, various cultural responses to crime, and issues of treatment, punishment, and rehabilitation.

Soc. 263-1 Sociology of Education 4 sem. hrs.

The contributions of sociological theories and research to an understanding of the structure and functions of educational systems in contemporary society. Topics will include such areas as education and social stratification, the student subculture, the school and classroom as a social system, and the functions of higher education in industrial societies.

Soc. 264-1 Family and Society 4 sem. hrs.
Consideration of the American family and the problems it faces. Special attention given to stages in the family life cycle, family policy, and family interaction. Problems considered include family violence, dual-career families, divorce, and aging families. A cross-cultural perspective, including the latest research and theory.

Soc. 265-2 Sociology of the Mass Media

4 sem. hrs.

Examination of sociological theories and research with bearing on the major social effects of mass media on contemporary society. Media examined as an agent of socialization, as well as a source and reflection of changing norms and values. Topics include mass media's presentation of women and minorities and issues of public access and control.

Soc. 266-2 Sociology of Sports 4 sem. hrs.

An examination of the diverse ways organized sports reflect and influence the values and social structures of society. Major political, economic, and social functions of sports are analyzed in historical and cross-cultural contexts. Specific topics and issues include women and sports, violence, race and sports, and the changing functions of collegiate and professional athletics.

Soc. 271-1 Complex Organizations 4 sem. hrs.

Complex organizations as major forms of social organization in contemporary society; problems and functions. Nature and types of complex organizations; connections between organizations and the larger social context. Internal structure of complex organizations, such as peer groups, hierarchical relations, processes of communication, management, recruitment, and control. Complex organizations and their publics: an evaluation of social effectiveness and accountability.

Soc. 272-2 Industrial Societies 4 sem. hrs.

Focus on common cultural and structural requirements of industrial societies. Social and behavioral consequences of industrial social systems. Specific attention to organization of work and problems of alienation, leisure, freedom, and control. Emphasis on comparative case studies of U.S. and U.S.S.R., but also including other European countries, Japan, and China.

Soc. 281-1 Womanhood: A Sociological Perspective 4 sem. hrs.

A seminar that considers the life experiences of women of different races, classes, and cultural traditions. These experiences are used to test the validity of feminist theory. Consideration given to both intimate life experiences and the tradition of militant collective action.

Soc. 282-2 Women in Social Movements

4 sem. hrs.

A sociological examination of the roles women have played in a variety of social movements, such as the American labor, civil rights, welfare rights, and women's liberation movements. The course will also provide comparative analyses of women in revolutionary societies and the relationship of women to pacifist and socialist movements. Autobiographical films and historical materials will be used extensively to complement and illustrate the relevant sociological literature.

Soc. 283-2 Women and Health: Sociological Perspectives 4 sem. hrs.

Seminar on the social and cultural factors influencing women's health. Focus on women as providers and recipients of health care in the United States and other societies. The state of women's health care in the Boston area. Impact of the feminist and women's health movements on specific issues, including childbirth, body imagery, mental illness, and battered women.

Soc. 285-2 Seminar in Selected Topics in Sociology 4 sem. hrs.

Each year the course offers an intensive examination of a selected topic in sociology. The topic will be announced in advance of registration.

Independent Learning Program

Soc. 199 Individual Study in Sociology

4 sem. hrs.

Prereq.: consent of the instructor.

(Does not fulfill College independent learning requirement.)

Soc. 250 Independent Study in Sociology

4 sem. hrs.

Prereq.: consent of the Department.

Soc. 255 Honors Thesis 8 sem. hrs.

Prereq.: consent of the Department.

Soc. 270 Internship in Sociology

8 or 16 sem. hrs.

Prereq.: consent of the Department.

Soc. 280 Field Work in Sociology 4 sem. hrs.

Prereq.: consent of the Department.

Soc. 289 Independent Research in Sociology

4 sem. hrs.

Prereq.: consent of the Department.

Faculty

Stephen D. London, Ph.D. *Professor of Sociology and Chairman of the Department of Sociology*

Elaine Catherine Hagopian, Ph.D. *Professor of Sociology*

Judith A. Rollins, Ph.D. *Assistant Professor of Sociology*

Ronnie Elwell, Ph.D. *Assistant Professor of Health Care Administration and Lecturer in Sociology*

Rita Oriani *Secretary for the departments of Economics, Government, and Sociology*

Interdepartmental Concentrations

Afro-American Studies

Afro-American Studies investigates the historical, cultural, and intellectual achievements of people of African descent throughout the New World, but focuses on the United States. The cultural forms and social structures created by Afro-Americans, fusing both African and European heritages, make up the essential subject matter of Afro-American Studies.

Because of its interdisciplinary emphasis, Afro-American Studies prepares students for a job market in which there is an increasing demand for individuals with a broad liberal arts background. Moreover, Afro-American Studies prepares students to cope with a work world of increasing racial and ethnic diversity.

Individual Student Program Planning

Afro-American Studies concentrators work closely with cooperating departments and programs, including American Studies, Economics, Education, English, History, Human Services, Management, Nursing, Philosophy, Political Science, Psychology, Sociology, and Women's Studies. Students of Afro-American Studies may

also elect to develop a concentration through the OPEN program.

Each student concentrating in Afro-American Studies is expected to plan her program in consultation with the Coordinator of Afro-American Studies and her departmental or faculty adviser. Both Afro-American Studies 110 and 111 are required courses for all concentrators.

Core Courses

Afro-Amer. St. 110-1 The Black Woman in America 4 sem. hrs.

Emphasis on a sociological perspective that explores the critical intersection of biography, history, and social structure as perceived through the insights of black women. This course will evaluate the experience of black women as a source and focus of social change.

Afro-Amer. St. 111-2 Afro-American Autobiography 4 sem. hrs.

An examination of Afro-American autobiographical writings from the past to the present, in an attempt to comprehend the influence of the personal and political Afro-American essay on black and white American culture.

Afro-Amer. St. 270 Senior Experience: Seminar and Internship 8 or 16 sem. hrs.

A seminar on the issues of contemporary urban life: housing, education, and public services; the relation of suburban and urban populations to public policy; and the role of political organizations in the resolution of these issues. Each student will be provided with an internship in a legislative or administrative agency concerned with urban issues and their effect upon the lives of black Americans and the poor. Other options include an interdisciplinary seminar in Afro-American Studies and independent study projects.

Related Courses

Art 150 African-American Art

Art 151 African Art: 3000 B.C. to the Present

Eng. 176 Black Fiction in America

Eng. 177 Modern American Black Drama

His. 146 The Afro-American Experience from Colonial Times to Reconstruction

His. 147	The Afro-American Experience from Reconstruction to the 1980s
His. 177	African Roots of American History
His. 184	South Africa: The Struggle for Black Liberation
His. 247	Du Bois: Seminar
Mgt. 131	Organizational Pursuits from a Black Perspective
Mus. 140	Rhythm and Blues in America
Phl. 123	Philosophy of Race and Gender
Phl. 128	Justice, Equality, and Human Rights
PolS. 211	The Politics of Cities
PolS. 215	Black Politics
PolS. 242	Government and Politics of Africa
PolS. 244	Political Development
Soc. 221	Third World Societies
Soc. 234	The Black Experience in America
Soc. 235	Inequality: Race, Class, and Gender in Comparative Settings

Robert Gooding-Williams, Ph.D. Coordinator of the Afro-American Studies Program

American Studies

The American Studies Program offers the opportunity to study American civilization from several perspectives: literature, history, the fine arts, and the social sciences. The American Studies concentrator focuses primarily on American history or literature. But she takes other humanities and social sciences courses as well, some of which may concern European, Asian, African, or Latin American culture. She does her senior honors thesis or senior project under the direction of two faculty members from two different departments. Projects or theses entailing comparative studies—e.g., on aspects of American and French civilization, for example—are welcome.

Two courses, Amer. St. 185, Introduction to American Studies I, and Amer. St. 186, Introduction to American Studies II, may be of particular interest to freshmen and sophomores—whether or not they intend to concentrate in American Studies—in order to learn about American culture and society from an interdisciplinary perspective.

Requirements. A total of 44 semester hours, distributed as follows: 12 from either Division A: History, or Division B: Literature, depending on the student's primary interest within the American Studies Program; another 16, of which eight should be from either Division A or Division B, depending on the student's secondary interest within the program; and eight should be from Division D; another eight which, for the student whose primary interest is literature, should be in English, as distinguished from American literature; and which, for the student whose primary interest is history, should be in European, Asian, or African history; an additional four for Amer. St. 365, Problems in American History and Literature; and four for either Amer. St. 250, Independent Study, taken as a Senior Project; or Amer. St. 255, Directed Study: Senior Honors Thesis.

Note: Students who elect and pass both Amer. St. 185 and Amer. St. 186 (see Division C below) will receive credit for either four hours in Division A, or four hours in Division B, depending on a student's preference.

A student who hopes to be awarded honors in American Studies should plan to elect Amer. St. 255, Directed Study: Senior Honors Thesis.

A prerequisite for admission to either Amer. St. 250 or 255 is regular attendance at a noncredit American Studies Colloquium, which meets at two-week intervals, normally during the spring semester. Students usually take Colloquium during the junior year.

Before graduating, each student in the program is expected to pass a one-hour oral exam on the topic of her project or thesis.

Division A: History

His. 115 Colonial Boston: 1630-1776
His. 140 History of American Civilization I
His. 141 History of American Civilization II
His. 146 The Afro-American Experience from Colonial Times to Reconstruction
His. 147 The Afro-American Experience from Reconstruction to the 1980s
His. 151 American Constitutional History: 1789 to the Present
His. 152 Race and Society
His. 153 United States Foreign Policy from 1900 to 1945
His. 154 The Great Depression
His. 155 Social Forces in American History
His. 157 Women in American History: 1600-1900
His. 158 The Cold War and the Arms Race
His. 160 American History Through Novels and Film
His. 164 20th-Century American Women
His. 218 Historic Preservation: Seminar
His. 243 The Puritans: Seminar
His. 246 Women and Work in 20th-Century America
His. 247 Du Bois: Seminar
His. 248 The Recent Past in America: 1945 to the Present: Seminar

Division B: Literature

Eng. 161 Major American Writers: 1620-1865
Eng. 162 Major American Writers: 1865-1900
Eng. 163 Origins of the American Novel

Eng. 171 American Literature and Thought in the 20th Century
Eng. 172 Modern American Fiction
Eng. 174 American Poetry
Eng. 176 Black Fiction in America
Eng. 177 Modern American Black Drama
Eng. 178 Ethnic Themes in Modern American Literature
Eng. 361 Classic American Writers
Eng. 372 Special Topics in Modern Literature: The Other Self: Concept of the Hero in Modern American Fiction
Eng. 374 The Dramatic Imagination in America
Eng. 384 Literature and Society

Division C: American Studies

Amer. St. 185 The Individual and the Community, 1620-1840: Early American Autobiography
Amer. St. 186 The Individual and the Community, 1860-1980: American Women's Voices
Amer. St. 199 Individual Study
Amer. St. 250 Independent Study
Amer. St. 255 Directed Study: Senior Honors Thesis
Amer. St. 270 Internship
Amer. St. 365 Problems in American History and Literature

Division D: Related Courses

Afro-Amer. St. 110 The Black Woman in America
Afro-Amer. St. 111 Afro-American Autobiography
Art 145 Art in the United States
Art 150 African-American Art
Art 158 The Indian Arts of the Americas
Eco. 139 Government Regulation of Industry
Eco. 141 Industrial Organization and Antitrust Policy
Eco. 144 Economics of Health Care

Eco. 146	Economics of Labor
Edu. 357	Cultural Foundations of Education
HSv. 137	Growth and Change in Individuals and Families
HSv. 231	The Family, Public Policy, and Social Agencies
Mus. 122	Music in America
Mus. 140	Rhythm and Blues in America
PolS. 101	Introduction to American Politics
PolS. 210	Public Administration
PolS. 211	The Politics of Cities
PolS. 212	The American Congress
PolS. 214	Constitutional Law: The Modern Court
PolS. 222	The Making of American Foreign Policy
PolS. 310	Seminar on the American Presidency
Soc. 101	Principles of Sociology
Soc. 234	The Black Experience in America
Soc. 261	Urban Sociology
Soc. 262	Criminology
Soc. 263	Sociology of Education
Soc. 264	Family and Society
Soc. 265	Sociology of Mass Media
Spn. 280	Migrant in the City: Field Work Seminar on Puerto-Rican Culture
Spn. 327	Hispanic-American Cultural History (conducted in Spanish)
Spn. 329	Hispanic Culture as Seen Through Film
Spn. 370	The Art of Revolution
Spn. 385	Multinational Corporations: A Latin-American Perspective (conducted in Spanish)
Spn. 390	Hispanic Women in the United States

Recommendation. Students concentrating in American Studies should acquire a good reading knowledge of at least one foreign language.

Courses

Amer. St. 185-1 The Individual and the Community, 1620-1840; Topic for 1987-88: Early American Autobiography 4 sem. hrs.

Introduces the interdisciplinary nature of American Studies by using historical and literary sources. Social history studies provide a framework; letters, diaries, and autobiographies illuminate the individual's response to and shaping of her/his community from the colonial period to the Civil War. Sources include Laurel Ulrich, *Good Wives*; Robert Gross, *The Minutemen and Their World*; poetry and prose of Anne Bradstreet; diaries of Samuel Sewell and Esther Burr; autobiographies of Benjamin Franklin and Frederick Douglass; Harriet Jacobs, *Incidents in the Life of a Slave Girl*. Crumpacker.

[Amer. St. 186-2 The Individual and the Community, 1860-1980: American Women's Voices 4 sem. hrs. Not offered in 1987-88.]

Studies the fiction and poetry of lesser-known American women writers from varied race and class backgrounds. Emphasizes themes such as family relationships, the impact of industrialization and immigration, household work, and new work for women outside their homes. Pays special attention to the interaction between minority and working class women and their communities. Readings include Rebecca Harding Davis, *Life in the Iron Mills*; Sarah Orne Jewett, *The Country of the Pointed Firs*; Meridel LeSueur, *The Girl*; Toni Morrison, *Sula*; and other works by Chicana writers, American Indian, Afro-American, and Asian-American women. Crumpacker. To be offered in 1988-89.

Amer. St. 365-1 Problems in American History and Literature 4 sem. hrs.

Topic: American literature and society during the 1920s, one of the most interesting periods in American life and culture. Examination of the conflict between religion and science, the "new morality," ethnic and racial prejudice, and the "American Dream," in works by such writers as Edith Wharton, Sherwood Anderson, F. Scott Fitzgerald, William Carlos Williams, John Dos Passos, Jean Toomer, William Faulkner, Edna St. Vincent Millay, and Eugene O'Neill. Sterne.

Amer. St. 199-1, 2 Individual Study 4 sem. hrs. Prereq.: consent of the instructor.

Amer. St. 250-1, 2 Independent Study 4 sem. hrs.

Prereq.: consent of the instructor.

Amer. St. 255-0 Directed Study: Senior Honors Thesis 8 sem. hrs.

Members of the cooperating departments and programs.

Amer. St. 270-1, 2 Internship 8 sem. hrs.
Prereq.: consent of the American Studies Committee.

Richard C. Sterne, Ph.D. Coordinator of the American Studies Program

Computer Science

This concentration prepares women for entry into the rapidly growing fields of computers and computer applications, and, more generally, of computer science. The concentration provides training in basic electronics and computer hardware, as well as in computer programming; it also provides an opportunity to pursue an interest in computers within the context of another academic discipline.

The program is divided into three interrelated parts:

1. a core of computer science courses that starts in the first year and continues for four years.

2. a group of courses in another subject area at Simmons that leads to a project in which computer techniques are applied to a problem in that subject area. Examples of subject areas for computer projects are psychology, economics, communications, chemistry, mathematics, physics, education, history, biology, sociology, and management.

3. the independent learning project itself, done in the senior year.

Please note that the areas of application are carefully established programs, though programs in other areas may be arranged on an individual basis. Students are strongly advised to consult the computer science booklet as soon as possible so they may examine currently available programs and consider where their interests lie.

In addition to those CS courses listed below, the following courses at Sim-

mons are computer science courses: Chm. 101, Mth. 176 (FORTRAN); Phy. 118 (Digital); Phy. 119 (Analog); Mth. 177 (Systems); Mth. 156 (COBOL). Please refer to each department for course descriptions.

Requirements

In addition to courses in their chosen field of application, students will take the following required courses:

Freshman year

Mth. 110, 111	Calculus I, II (if not taken in high school)
Mth. 176	Introduction to FORTRAN Programming
Phy. 118	Digital Electronics and Microcomputer Programming

Sophomore year

Phy. 119	Analog Electronics and Microcomputer Interfacing
Mth. 177	Systems Programming

Junior year

CS 132	Advanced Programming in Pascal
CS 133	Data Structures

Senior year

CS 190	Society and Technology
CS 290	Operating Systems Seminar and an eight-credit independent study, which will usually be a computer-oriented project in the student's application field.

In addition, at least two out of the following four courses should be taken in the junior or senior years:

CS 151	Data Base Management Systems
CS 152	Organization of Computer Languages
CS 153	Small Computer Systems
CS 154	Computer Graphics

Courses

CS 132-1 Advanced Programming in Pascal

4 sem. hrs.

Prereq.: Mth. 176 or Mth. 156 or equivalent.

Computer programming in Pascal, a modern general-purpose programming language. Emphasis on control features for structured programming, modular program design, program testability, and software engineering. Introduction to data structures and analysis of algorithms. *Menzin.*

CS 133-2 Data Structures *4 sem. hrs.*

Prereq.: CS 132.

Abstract data types and their representations: linked lists, stacks, queues, chains, multi-lists, trees, and graphs. Searching and sorting techniques. Storage management. Applications to computer science and commercial problems. *Menzin.*

CS 151-2 Data Base Management Systems

4 sem. hrs.

Prereq.: CS 132.

Comprehensive examination of data base management systems (DBMS), including logical and physical organization of data bases, three major kinds of DBMSes, comparisons of languages for data description and retrieval, handling of concurrency and security issues, and appropriateness of each major type of DBMS. *Menzin.*

CS 152-1 Organization of Computer Language

4 sem. hrs.

Prereq.: Phy. 118, Mth. 177, and CS 133.

An in-depth study of the specification and analysis of programming languages. Formalisms for language specification. Syntax and grammar. Context-free and ambiguous language. Compilers and interpreters. Comparison of several languages with respect to control structures and structured programming, data structures, and actual implementation.

CS 153-2 Small Computer Systems *4 sem. hrs.*

Prereq.: Phy. 118, Phy. 119, and Mth. 177.

Comparison of microprocessor architectures and instruction sets: 8-bit versus 16-bit processors. Peripheral handling, bus structures, and protocols in mini- and microcomputers. Microcomputer languages. Data communications. Dedicated applications of small computers. Hierarchical systems. *Prenowitz.*

CS 154-1 Computer Graphics *4 sem. hrs.*

Prereq.: Phy. 118, Mth. 176 or equivalent.

Theory and applications of computer graphics. Survey of computer graphics media. Modeling and image formation; viewports, windowing, segmentation; geometrical transformations and image manipulation; translations, scaling, rotations, zooming. Hardware considerations; display technologies, interaction devices, vector and raster scan technologies, color, animation techniques. Projects involving graphics applications in various fields. *Dokos.*

CS 190-1 Society and Technology *4 sem. hrs.*

Prereq.: open to all seniors with a concentration or depth in computer science and to others by consent of instructor.

An interdisciplinary study of the social and ethical issues surrounding technological innovation. How does technological change occur? How are the decisions made to implement technological innovation? How does technological innovation affect the individual and society? How are its effects assessed and controlled? What are the responsibilities of the individual scientist or engineer in choice of research and development work and in the social application of the results of the work? These questions will be explored by means of case studies of innovation in various industries, such as the chemical, drug, computer, electric power, and communications industries. *Prenowitz.*

CS 199-1, 2 Individual Study *4 sem. hrs.*

Prereq.: consent of the instructor.

CS 250-1, 2 Independent Study *4 sem. hrs.*

Prereq.: consent of the instructor.

CS 270-1, 2 Internship *8 sem. hrs.*

Prereq.: senior standing.

CS 290-2 Operating Systems Seminar

4 sem. hrs.

Prereq.: senior computer science majors or consent of the instructor.

The function of operating systems. Concurrent processes. The system nucleus. Memory management, I/O, the file system, resource allocation, and scheduling. The command processor. Local networks, hardware and software. Programming in C and a detailed study of the UNIX system. *Prenowitz.*

Margaret Schoenberg Menzin, Ph.D. Coordinator of the Computer Science Program

Edward Prenowitz, M.A. Coordinator of the Computer Science Program

International Relations

The concentration in international relations at Simmons is interdisciplinary, and seeks to impart to students an understanding of the political, economic, social, and cultural relations among states. Such an understanding is critical in today's world, and can support a variety of career options.

The concentration consists mainly, but not exclusively, of courses in international politics, international economics, diplomatic history, and sociology. These courses are followed in the senior year by a final integrative seminar, and, if the student chooses, an internship or independent study. Students have interned at the World Affairs Council, the United Nations Association, the American Friends Service Committee, the offices of U.S. senators, the Institute for Policy Studies, and other organizations involved in international relations.

The International Relations Steering Committee is composed of five faculty members from the departments of Economics, Foreign Languages and Literatures, History, Political Science, and Sociology. Each faculty member is available for advising and supervising internships, independent studies, and honors theses, and each participates in the senior integrative seminar.

Requirements

Core Courses

Eco. 185	New International Economic Order
His. 127	Europe in the 19th Century
His. 128	Europe in the World of the 20th Century
PolS. 102	Introduction to International Politics
PolS. 220	International Organization and Law
Soc. 220	Sociology of the World System
IR 290	Senior Integrative Seminar

Prerequisites. For Eco. 185: Eco. 101 and 102.

Electives. One course from each of the three following lists:

Third World List: This category includes courses whose main objective is to familiarize students with Third World cultural beliefs and values, structural features, and historical social dynamics that are salient to understanding the processes and practices of their international relations.

Afro-Amer. St. 110	The Black Woman in America
Afro-Amer. St. 111	Afro-American Autobiography
Eco. 176	Economic Development
His. 178	The Rise of Modern China
His. 179	Topics in Latin American History: Central America and the Caribbean
His. 180	The Middle East in the Modern World
His. 181	India: Classical and Modern
Ntr. 150	Contemporary Issues in International Food Planning
PolS. 221	The Arab-Israeli Conflict
PolS. 241	Latin American Politics
PolS. 242	Government and Politics of Africa
PolS. 243	Middle Eastern Politics
PolS. 244	Political Development
Soc. 202	Cultural Anthropology
Soc. 221	Third World Societies
Spn. 280	Migrant in the City: Field Work Seminar on Puerto Rican Culture
Spn. 327	Hispanic-American Cultural History
Spn. 370	The Art of Revolution
Spn. 385	Multinational Corporations: A Latin American Perspective

Industrial Nations List: This category includes courses whose main objective is to familiarize students with industrial nations, their beliefs and values, structural features, and historical social dynamics that are salient to understanding the processes and practices of their international relations.

Amer. St. 185 Introduction to American Studies I

His. 132	History of Modern France
His. 133	History of Russia to 1917
His. 134	History of Soviet Russia
His. 153	United States Foreign Policy from 1900 to 1945
His. 182	Modern Japan
His. 236	The French and Russian Revolutions: Seminar
His. 237	Seminar on History of European Cooperation
His. 248	The Recent Past in America: 1945 to the Present: Seminar
PolS. 101	Introduction to American Politics
PolS. 212	The American Congress
PolS. 222	The Making of American Foreign Policy
PolS. 240	Soviet Politics
PolS. 246	Politics of Western Europe
PolS. 310	Seminar on the American Presidency
Rus. 325	Russian Civilization
Soc. 272	Industrial Societies
Spn. 325	Spanish Civilization

Comparative and International Issues List: This category includes course offerings whose main objective is to familiarize students with the structure and processes of national and international political and economic issues that affect international relations.

Eco. 181	International Economics
PolS. 104	Introduction to Comparative Politics
PolS. 320	Seminar on National Security Affairs
PolS. 340	Seminar on Elites

His. 158	The Cold War and the Arms Race
IR 150	Special Topics in International Relations
Soc. 235	Inequality: Race, Class, and Gender in Comparative Settings
Soc. 285	Seminar in Selected Topics in Sociology (depending on topic)

Honors Program

An honors program is offered to qualified students who fulfill the College requirements designated on page 29, and who maintain at least a B average in all required courses. A student wishing to write an honors thesis must submit a proposal to the International Relations Steering Committee for approval.

Courses

IR 150-2 Special Topics in International Relations 4 sem. hrs.

Each year the course reflects the interests and experiences of the current Warburg Professor of International Relations. Open to all students.

IR 250-1, 2 Independent Study 4 sem. hrs.

Members of the International Relations Steering Committee.

IR 255-1, 2 Directed Study: Honors Thesis 8 sem. hrs.

Required for honors candidates in international relations. Includes a senior thesis and an oral defense with members of the International Relations Steering Committee. *Members of the International Relations Steering Committee.*

IR 270-1, 2 Internship 8 or 16 sem. hrs.

For international relations concentrators who wish to engage in a supervised on-the-job experience in an organization dealing with international relations. Contingent upon the student's record and proposal, the Steering Committee tries to place all interested concentrators in an appropriate internship. *Beattie.*

IR 280-1, 2 Field Work 4 sem. hrs.

Similar to an internship, but requires a slightly different emphasis and a shorter commitment of time. *Members of the International Relations Steering Committee.*

IR 290-1 Senior Integrative Seminar 4 sem. hrs.

The senior seminar attempts to integrate knowledge students have derived from their required courses in the concentration, and will address a different topic, such as nationalism, development, justice, and imperialism, each year. *Anderson.*

Deborah Nutter Miner, Ph.D. *Coordinator of the International Relations Program*

David Anderson, M.A. *Joan M. and James P. Warburg Professor of International Relations, former U.S. Ambassador to Yugoslavia*

Steering Committee

Elaine Catherine Hagopian, Ph.D.

John C. Hunter, Ph.D.

Deborah Nutter Miner, Ph.D.

Raquel Halty Pfaff, Ph.D.

Trena Cleland, B.A. *Staff Assistant*

Women's Studies

The Women's Studies Program provides opportunities for the academic study of women and society. The program offers its own women's studies courses, and has identified a wide range of courses in other departments and programs that deal with women's issues.

In addition to the independent concentration, students may also develop double concentrations with cooperating departments and programs, such as Afro-American Studies, American Studies, Communications, Economics, English, History, Human Services, Management, Nursing, Philosophy, Political Science, Psychology, and Sociology. Combined or alone, Women's Studies concentrations have led to careers in management, law, counseling, education, library, museum or archival work, health care, writing, publishing, and the media.

Women's Studies courses, whether taken as part of the concentration or to enrich another discipline, invite students to understand past and present experiences in order to prepare for challenges in their careers, families, and communities.

Requirements. 36 semester hours to be taken as follows:

1. eight semester hours in WSt. 100: Introduction to WSt. (or equivalent) and WSt. 200: Feminist Theory.
2. four semester hours in a racial/ethnic awareness course (Afro-Amer. St. 110, Spn. 390, or equivalent).
3. 16 semester hours of WSt. courses: three must be from core list; one may be from related list. Courses should be chosen for depth by WSt. concentrators, for breadth in WSt. by double concentrators.
4. eight semester hours of advanced work, to include WSt. 300. Other advanced courses are WSt. 250, 255, 270, Eng. 357, and His. 246.

Courses**WSt. 100-1 Issues in Women's Studies**

4 sem. hrs.

Examines the position of women in society and introduces an interdisciplinary approach to the study of women. Analyzes differing theories of women's oppression, considers justifications for current feminist demands, and keeps in mind the relationship between theoretical issues and personal concerns. Resources include articles, interviews, films, and guest speakers. *Raymond.*

WSt. 199-1, 2 Individual Study 4 sem. hrs.

Prereq.: consent of the instructor.

Faculty are ready to provide individually guided reading courses to students whose needs and interests are not met by courses in the current curriculum.

WSt. 200-2 Feminist Theory 4 sem. hrs.

Prereq. WSt. 100 or equivalent

The development of feminism as philosophical and political theory, primarily in the U.S., from the 18th century to the present. Discussion of historical and current theories and theorists from Mary Wollstonecraft and Elizabeth Cady Stanton, to Betty Friedan, Angela Davis, and Eleanor Smeal. Student projects on theory and practice in contemporary national and international women's movements. *Crumpacker.*

WSt. 250-1, 2 Independent Study 4 sem. hrs.*Prereq.: consent of the instructor.*

Several faculty members are prepared to supervise independent projects that students wish to undertake in the area of women's studies. Note: Two independent studies meet the College's requirement of eight semester hours of independent study.

WSt. 255-2 Directed Study: Senior Thesis*8 sem. hrs.**Prereq.: WSt. 250 and consent of the Women's Studies Advisory Committee.*

Includes a senior thesis advised by members of the Women's Studies Advisory Committee and an oral examination. Honors awarded by committee decision. *Members of the Advisory Committee.*

WSt. 270-1, 2 Internship 8 sem. hrs.

There are a number of agencies in the Boston area whose work relates closely to women and women's issues in such fields as health care, education, law, etc. Internship arrangements can be made with an appropriate agency by contacting the Coordinator. Such field opportunities may take advantage of a student's area of expertise, as well as her awareness about women's concerns.

[WSt. 300-2 Special Topics Seminar 4 sem. hrs.

Not offered in 1987-88.]

Prereq.: WSt. 100 or consent of the instructor.

Provides a forum for advanced students in Women's Studies and related disciplines. The topic will change to reflect the research expertise of the instructor. Past topics have included Mothers and Daughters, and Women and Education: 20th-Century Perspectives. *To be offered in 1988-89.*

Core Courses

Amer. St. 186 The Individual and the Community, 1860-1980: American Women's Voices

Afro-Amer. St. 110 The Black Woman in America

Art 148 A History of Women Artists

Bio. 109 Biology and Psychology of Women

Eng. 193 Women in Literature

Eng. 198 Studies in Film: Women in Film

Eng. 357 Masterworks of English Fiction: 20th-Century Women Novelists from England and the Commonwealth

His. 157 Women in American History: 1600-1900

His. 164	20th-Century American Women
His. 246	Women and Work in 20th-Century America
HSv. 137	Growth and Change in Individuals and Families
Phl. 150	Advanced Comparative Religion: Women and Spirituality
Psy. 225	The Experiences of Women
Soc. 281	Womanhood: A Sociological Perspective
Soc. 282	Women in Social Movements
Soc. 283	Women and Health: Sociological Perspectives
Spn. 390	Hispanic Women in the United States

Related Courses

Afro.-Amer. St. 111 Afro-American Autobiography

Eng. 176 Black Fiction in America

Eng. 178 Ethnic Themes in Modern American Literature

Eng. 196 Sex, Love, and Marriage in the Western World

His. 119 History of the Family

HSv. 231 The Family, Public Policy, and Social Agencies

Mgt. 221 Behavioral Implications for Women in Management

Nur. 281 Nursing of Childbearing Families

Phl. 123 Philosophy of Race and Gender

Phl. 128 Justice, Equality, and Human Rights

Phl. 136 Philosophy of Human Nature

PolS. 213 Women and the Law

Psy. 135 Developmental Psychology

Psy. 236 The Psychology of Adolescence

Psy. 245 Appetite, Obesity, and Eating Disorders

Psy. 349 Social and Emotional Development

Soc. 235 Inequality: Race, Class, and Gender in Comparative Settings

Soc. 241 Sociology of Health

Soc. 264 Family and Society
Spn. 387 Latin American Women
Writers (given in Spanish)

Laurie Taylor Crumpacker, Ph.D. Coordinator
of the Women's Studies Program

Other Programs

Prelaw-School Preparation

Although there is no specific prelaw curriculum, a strong foundation in the liberal arts, with emphasis on such subjects as English language and literature, political science, history, or economics is highly recommended. The Association of American Law Schools believes that prelaw education should aim for verbal comprehension and expression, critical understanding of the human institutions and values with which the law deals, and creative thinking. Virtually any undergraduate major in the liberal arts and sciences may be designed to meet these goals.

The Prelaw Adviser, Judith Wittenberg, assists students with program planning and with the application process. Students intending to go to law school directly after graduation should register with her by the end of their junior year.

Premedical, Dental, and Veterinary School Preparation

Undergraduate preparation for medical, dental, or veterinary school should include a strong foundation in the natural sciences and a background in the social sciences and humanities. These schools prefer students with a broad undergraduate education; admission requirements can be fulfilled within the context of almost any liberal arts or science concentration at Simmons.

In order to prepare for the required aptitude tests, which are taken at the end of the junior year, students should plan an academic program that will allow

them to complete the following courses by that time:

Bio. 113, 115 (or Bio. 106, 108)
Chm. 113 (or Chm. 111), 114, 125, 126
Phy. 112, 113 (or Phy. 110, 111).

Completing one year of calculus, one year of social sciences, and additional courses that develop reading and writing skills will provide an educational background that should meet the most stringent graduate school requirements.

The Premedical Adviser, James Piper, assists students with program planning and with the application process. Students should register with him by the end of the freshman year.

Double-Degree Program in Chemistry and Pharmacy

Under the provisions of an interinstitutional agreement with the Massachusetts College of Pharmacy and Allied Health Sciences (MCP/AHS), Simmons College offers a five-and-a-half-year program leading to baccalaureate degrees in both chemistry and pharmacy.

The option may appeal to students who become interested in pharmacy subsequent to beginning their undergraduate studies at Simmons, or to those who desire their initial college-level work to be as broadly based as possible before entering a specific professional area.

Pharmacy is an integral part of the health care community and industry. The B.S. degree in pharmacy, followed by state licensing, leads to a variety of opportunities in community or hospital pharmacy, and in research, development, and marketing with pharmaceutical and cosmetic companies. The dual degrees in chemistry and pharmacy are especially good preparation for research, for graduate work in pharmacology, dentistry, or medicine, and for teaching science.

The Massachusetts College of Pharmacy and Allied Health Sciences, located on the corner of Longwood

Avenue and Palace Road, was organized as a private institution in 1823 to educate men and women for careers in the profession of pharmacy. MCP/AHS awards the B.S., M.S., and Ph.D. degrees in pharmacy and the professional degree of Doctor of Pharmacy. It is accredited by the New England Association of Schools and Colleges and the American Council on Pharmaceutical Education.

The curriculum for the double degree consists of three full years at Simmons; a fourth year that includes eight semester hours of independent study at Simmons, with the remainder of the course work at MCP/AHS; and an additional year, plus one quarter, at MCP/AHS.

Students fulfill all of the degree requirements of each institution; no degree will be awarded until the entire program has been completed. At that time, the student receives a B.S. in pharmacy from MCP/AHS, and a B.S. in chemistry from Simmons.

Licensure in pharmacy requires 1,500 hours of internship (practical pharmacy), plus a state board examination. This time is usually served after the junior year in summer or academic-year jobs. MCP/AHS has adopted an a.m./p.m. course schedule, which facilitates academic-year internships.

The internships, for which students are paid, are carried out at pharmacies selected and approved by MCP/AHS. Both the state board and MCP/AHS monitor successful completion of the internship and evaluation of the student's performance by the registered preceptor. The state board examination is the final licensing procedure.

Interested students should talk with the Chairman of the Chemistry Department as early as possible in their programs. Early contact is helpful for both advising for the proper prerequisite courses and for identifying the total number of potential double-major candidates.

Admission to the program is limited to a maximum of six students per year, to be accepted by MCP/AHS. Students will apply for admission to MCP/AHS during their junior year through MCP/AHS's normal transfer-student admission process. Although MCP/AHS agrees to give qualified Simmons students preference, it has the right to determine the final suitability of a student for entry into the professional pharmacy program.

Double-Degree Programs in Engineering

Double-Degree Program With Boston University. Simmons students who complete the Double-Degree Program in Engineering With Boston University will receive a Bachelor of Science from Simmons and a Bachelor of Engineering (or, in some cases, a Master of Engineering) from Boston University.

The program normally takes five years to complete. During the first three years, the student will be enrolled at Simmons, where she will complete most of the Simmons degree requirements, as well as the prerequisite courses for admission into Boston University's College of Engineering. During the fourth and fifth years, the student will pursue her engineering studies at Boston University. The following engineering specialties are offered at Boston University: aerospace, biomedical, electrical, general, manufacturing, mechanical, and systems engineering.

Interested students should consult with David Browder, Associate Professor of Mathematics at Simmons, before deciding on their freshman year courses.

Double-Degree Program With Dartmouth College. A student who completes the Double-Degree Program in Engineering With Dartmouth College will earn a Bachelor of Science from Simmons and a Bachelor of Engineering

from Dartmouth. The program takes five years (the standard length of Dartmouth's engineering program). The first, second, and fourth years are spent at Simmons, and the third and fifth years are spent at Dartmouth.

Interested students should consult with Margaret Menzin, Professor of Mathematics at Simmons, or Edward Prenowitz, Professor of Physics at Simmons, before deciding on their freshman year courses.

Hebrew College

Courses in Hebraic language and literature, history, philosophy, and sociology may be elected for credit by qualified students.

Under the provisions of an interinstitutional agreement between Hebrew College and Simmons College, duly enrolled students at Simmons College may elect to include in their programs, for full credit, any courses normally offered by Hebrew College, subject to certain conditions, the details of which should be obtained from the Registrar. **Students should be aware that the academic calendar of Hebrew College may differ significantly from the Simmons College calendar.** A Simmons student desiring to pursue a course or degree program at Hebrew College must be recommended to the Registrar by her adviser or department chairman. The student will then be referred to Hebrew College, which reserves the right to determine whether the prerequisites for the course or program in question have been met and whether the student is fully qualified to pursue the course(s) elected.

The student enrolled in a double-degree program at Simmons College and Hebrew College must satisfactorily complete a total of 160 semester hours of academic work, of which no fewer than 64 semester hours may be taken at either institution over a period of no less than five years. A student wishing to enroll in

more than 20 semester hours of academic work in any semester must have the approval of the Administrative Board prior to the beginning of that semester. A student intending to pursue the double degree must file her plan of study with the Registrar no later than the close of the second semester of her sophomore year.

Bachelor's Degree Program for Business Women

The Bachelor's Degree Program for Business Women is designed expressly for those who wish to pursue a bachelor of science degree in management while maintaining full-time jobs. The program, which emphasizes preparation for the financial industry, concentrates upon the acquisition of management and theory within a liberal educational context. Basic management and organizational theory courses are incorporated into a series of two-week, in-residence institutes that take place on a three-year cycle.

Regular liberal arts and elective courses may be taken in the evening by local students, and students living a substantial distance from Simmons may take liberal arts and elective courses elsewhere and transfer credit to Simmons. Thus, non-local students may earn the B.S. degree from Simmons while continuing their careers.

Unusual aspects of this degree program include an individually assisted admission process; a system of accrediting prior learning; and an advising program that enables women to design an individualized program of study with assistance from faculty advisers.

Graduate Programs

Graduate education has been offered at Simmons since the founding of the College. This year, more than 1,000 graduate students are enrolled in programs

leading to the master's degree in library and information science, social work, management, nursing, education, Spanish, French, English, liberal studies, communications management, health care administration, and children's literature. A master of physical therapy degree will be offered in conjunction with the Simmons baccalaureate degree. Doctoral programs are also offered in the Graduate School of Library and Information Science and in the School of Social Work. All graduate programs are coeducational, although the master's program in management is specifically designed to meet the needs of women. The graduate programs publish brochures or bulletins of information that are available through the individual program offices. For application dates, admission procedures, entry dates, and full-time and part-time study options, consult the individual program bulletins.

General requirements for all master's programs are listed below. Under these broad stipulations, the programs vary somewhat in the time limits within which work must be completed and the number of semester hours required for the degree. Grading systems differ from program to program.

Applications and catalogs for the Graduate School of Library and Information Science can be obtained by writing to

Director of Admissions
Graduate School of Library
and Information Science
Simmons College
300 The Fenway
Boston, MA 02115.

Applications and catalogs for the Graduate School of Management can be obtained by writing to

Director of Admissions
Graduate School of Management
Simmons College
409 Commonwealth Avenue
Boston, MA 02215.

Applications and catalogs for the School of Social Work can be obtained by writing to

Admissions Office
Simmons College School of
Social Work
51 Commonwealth Avenue
Boston, MA 02116.

For applications or further information about the programs listed below, write to the appropriate department at Simmons College, 300 The Fenway, Boston, MA 02115.

Department of Education and Human Services

Department of English

Department of Foreign Languages and Literatures

Department of Physical Therapy (in conjunction with the baccalaureate degree)

Graduate Program in Children's Literature

Graduate Program in Communications

Management

Graduate Program in Health Care Administration

Graduate Program in Liberal Studies

Graduate Program in Primary Health Care Nursing

The Degrees of Master of Arts, Master of Philosophy, Master of Arts in Teaching, Master of Science, Master of Social Work, and Master of Business Administration

The conditions for obtaining the master's degree are as follows:

1. The candidate for the master's degree must usually hold the baccalaureate degree from an accredited institution.

2. The candidate must offer evidence of satisfactory completion of courses that are required for entry into a program.

3. A satisfactory grade point average, as stipulated by individual graduate-level programs, is required. The Graduate School of Library and Information Science and all graduate programs in departments require a B (3.0) average for satisfactory progress toward the degree.

Both the School of Social Work and the Graduate School of Management define their own satisfactory grade point average.

4. The courses elected must be approved by the school or departmental adviser.

5. Program requirements vary: Most range from 32 to 36 semester hours; some require considerably more. Part-time study is possible in all departments that offer graduate programs, and each department sets a reasonable time limit in which requirements for the degree must be completed. The fulfillment of all requirements for the master's degree must demonstrate the candidate's ability to meet high standards. It is understood that a student's connection with the College can be terminated whenever, in the judgment of the faculty, he or she has failed to show sufficient industry, scholarship, or professional aptitude.

Students wishing to withdraw from the College or take a leave of absence must notify the appropriate department or school and the Registrar by completing the proper forms. Financial aid recipients should also notify the Office of Student Financial Aid.

The Degrees of Doctor of Arts and Doctor of Social Work

For information on the Graduate School of Library and Information Science's Doctor of Arts Program for library administrators, see page 160. For information on the School of Social Work's Doctor of Social Work Program, see page 170.

Diplomas

Diplomas are granted to students who successfully complete the one-year programs in management or communications, and who receive a quality rating similar to that required for the baccalaureate degree. Information about these programs can be found in the course de-

scription section of this catalog under the appropriate department.

Summer Courses

Summer courses for graduate students are usually offered by the Graduate School of Library and Information Science, the Department of Education and Human Services, the Graduate Program in Communications Management, the Graduate Program in Health Care Administration, the Graduate Program in Primary Health Care Nursing, and the Graduate Program in Children's Literature. The programs are described in the sections devoted to these fields or in special summer session publications.

Academic Standing

Each student's academic standing is monitored by the department or school in which he or she is enrolled. Issues regarding student standing, when not resolved at the departmental level, are taken by the student to the Graduate Studies Committee through the Dean of Graduate Studies.

Fees for Graduate Division and for Post-Baccalaureate Programs

College charges for tuition, fees, and residence must be paid prior to the completion of registration and before attending classes.

Please note that *no student* is allowed to complete registration without account approval from the Comptroller's Office. Furthermore, the College cannot assure that payments received after the due date will be processed in time to clear a student for registration without some waiting or inconvenience to her or him.

The first term payment is due on or before August 2, and the second payment on or before December 27. Tuition and residence charges are divided evenly between the two terms.

Student registration is to be completed on September 8 for the first semester, and January 25 for the second semester.

Students who have not paid their bills by the due date(s) will be charged a \$30 Late Payment Fee. Students who have not registered by the above registration dates will be charged a \$30 Late Registration Fee.

Payments made by students must be accompanied by an Estimated Term Bill Form completed by the parent or student. Students will receive these forms by July 1 for the first semester, and November 26 for the second semester. No other advance statement or billing will be sent. Students who do not receive these forms by these dates should request them from the Comptroller's Office.

Overdue accounts will be charged a delinquent fee of \$10, plus 1.5% (18% annual rate) of the outstanding balance each month, until paid in full. An additional fee of \$20, in addition to the Late Payment Fees, will be imposed for any dishonored check.

Checks should be made payable to Simmons College and sent to Simmons College, P.O. Box 4619, Boston, MA 02212, or presented at the cashier's window at the College.

The College reserves the right to withhold all of its services from students who have not met their financial obligations to the College. Such services include the mailing of transcripts, grades, references, or placement materials and using various offices and facilities.

It should be noted that the College has no deferred-payment plans, and that all College charges are payable by the applicable due dates or the Late Payment/Registration Fee will be applied.

If the College refers a delinquent account to a collection agent or an attorney, these costs, plus administrative expenses associated with the collection effort, will be due and payable.

Many parents and students wish to pay tuition and other fees in monthly installments and have found satisfaction with

programs offered by a number of banks and other reputable financial concerns; newly accepted students and their families will often receive direct mail advertisements from such firms. The College has no financial interest in these offerings, cannot recommend any particular plan, and suggests that any tuition proposal be studied carefully before its terms are accepted.

The College refund policy is described on page 14 of this catalog.

Following is a schedule of fees for graduate divisions and for post-baccalaureate programs:

Application Fee

Master's Programs	\$25
Doctor of Arts Programs	\$25

Tuition Fees, per semester hour

Graduate School of Library and Information Science	\$303
Graduate School of Management	\$338
Graduate School of Social Work	\$338
Other Schools and Programs ..	\$303

Summer Program Fees, per semester hour (1987)

Graduate School of Library and Information Science	\$281
Graduate School of Management	\$314
Other Schools and Programs ..	\$281

Student Activity Fee

Library and Information Science, per semester and summer session	\$10
Social Work, per semester	\$5

Graduate School of Management, per semester and summer session	\$20
Health Care Administration, per semester and summer session	\$5

Primary Health Care Nursing, per semester and summer session	\$10
--	------

<i>Social Work Field Work Fee, per semester.....</i>	\$10
(required of all social work students enrolled in field work)	
<i>Graduation Fee</i>	
Doctor of Arts Degree	\$75*
<i>Health Fee</i>	
The services of the Health Center are available (during the undergraduate calendar year) to all graduate students upon payment of the Health Fee, provided written notification of intention is sent to the Comptroller's Office before September 1 by those students who wish to avail themselves of the Health Center services	\$248

Financial Aid

The Office of Student Financial Aid administers federal, state, and institutionally funded financial aid programs to eligible students. This funding may make a Simmons education available to students who are unable to finance costs entirely on their own. Financial assistance for qualified full-time graduate students is available primarily in the form of grants, loans, scholarships, and work-study employment, although fellowships and assistantships are offered in some programs. The type and amount of aid vary according to the program of study. Aid is sometimes available for part-time students.

Center for the Study of Children's Literature

The Master of Arts in Children's Literature Program

This program provides a specialized study in children's literature to students

who are, or who intend to be, involved in teaching, library work, editing, publishing, or affiliated fields. A complete description of the program and courses is available from the Center.

Admission to the Master of Arts in Children's Literature Program requires a baccalaureate degree from an accredited college, preferably with a major in English and American and/or comparative literature. However, the program is also open to students with majors in elementary or secondary education, fine arts, or social sciences who have done substantial work in English. Candidates should submit with their application a statement of purpose in seeking the degree and the results of the Miller Analogies Test or the Graduate Record Examination. Although an interview is not required, it is recommended. Students usually begin the program in the summer of an institute year or in the fall semester, but will be accepted in January on a full- or part-time basis. Providing space is available, nondegree and degree candidates in other fields will be admitted to courses. Part-time students must agree to complete the degree requirements within three years of registration as degree candidates. A maximum of four semester hours of transfer credit will be allowed toward the degree. All inquiries should be addressed to the Center for the Study of Children's Literature, Simmons College, 300 The Fenway, Boston, MA 02115.

Degree Requirements. Thirty-six credits are required for the degree, which can be completed in one academic year and one summer. A candidate for the degree can elect to write a thesis or a project as a part of an independent-tutorial during the second semester. The thesis can be a monograph, an essay, or a bibliographic compilation. It should have a scholarly orientation. The project can be in the area of curriculum development or literature education. It should

*Includes appropriate doctoral hood.

have practical application in the candidate's professional work and represent a model for use by others.

The Administrative Committee wishes to assume that students, upon completion of the degree program, will be able to demonstrate the confidence that comes with a general acquaintance with literature, as well as experience in children's literature. With this in mind, the committee expects that two of the nine courses required for the degree be taken in general literature by candidates who do not have substantial undergraduate course work in literature. The specific courses must be taken at Simmons College and will be determined following discussion between the student and his or her adviser.

Access to the literature of at least one other language is central to the concerns of the field of literature for children. Demonstration of a proficiency in a second language is strongly advised for all candidates, and, in particular, for those who intend to pursue further graduate work, college teaching, and research.

Course Requirements. Courses in children's literature are open to graduate students who have been admitted to the Children's Literature Program administered by the Center for the Study of Children's Literature. Graduate students may also enroll on a single-course or institute basis. Graduate students in other fields may enroll with the permission of their school or department. Undergraduate students may enroll under the regulations prescribed by the College. All courses carry four semester hours. See the Center for the Study of Children's Literature catalog for course descriptions.

Edu. 366	Children's Literature (see page 58)
ChL. 401	Criticism of Literature for Children
ChL. 402	Art and Text in Children's Books
ChL. 411	Victorian Children's Literature
ChL. 412	History of American Children's Literature

ChL. 413	Modern Realism: Vision and Voice
ChL. 414	Themes and Protagonists in Modern Fantasy
ChL. 416	Modern British Fiction for Young People
ChL. 420	Project-Thesis Tutorial
ChL. 421	History of Children's Book Publishing
ChL. 426	The Adolescent in Fiction
ChL. 428	Mythic Patterns in Children's Literature I
ChL. 429	Mythic Patterns in Children's Literature II
ChL. 430	Writing for Children
ChL. 432	Response to Literature
ChL. 433	Shared Inquiry: The Adult, the Child, the Book
ChL. 434	Children and Books: Exploring the Possibilities
ChL. 450	Independent Study
ChL. 470	Summer Institute in Children's Literature

Susan P. Bloom, M.A. *Director of the Center for the Study of Children's Literature*

Department of Communications

The Master of Science in Communications Management Program

The Master of Science in Communications Management Program, which emphasizes applied courses and organizational processes, is designed primarily for people who have had communications experience. The curriculum has been planned for those who need advanced work if they are to move up in their organizations and assume new responsibilities, duties, and functions.

Degree Requirements. Candidates for the degree must satisfactorily complete a minimum of 36 semester hours within three calendar years. This requirement includes four hours of thesis or graduate project credit, and the required core courses: Seminar in the New Media, Communications in the Modern Organization, Financial and Investor Relations, and Marketing Communications. (Students may take two additional four-credit

electives in the program, for a total of 40 semester hours, rather than complete a thesis or project.)

In addition, students must undertake a two-month internship at a local business or organization (the candidate's job can be used as an internship if he or she desires), complete a basic computer appreciation course, and pass a copy and proof skills examination. Electives are chosen from courses that deal with the new applications areas in communications and with the management of communications functions within organizations.

All courses are four semester hours. Course descriptions may be found in the Master of Science Program in Communications Management brochure.

Com. 401	Government Relations
Com. 420	Economic and Business Journalism
Com. 432	Public Opinion and Attitude Research
Com. 438	Advanced Writing Seminar
Com. 440	Computer Graphics
Com. 441	Graphic Production
Com. 442	Seminar in the New Media
Com. 446	Seminar in Graphic Design
Com. 460	Financial and Investor Relations
Com. 465	Issues Management
Com. 472	Marketing Communications
Com. 474	Speechwriting
Com. 481	Communications in the Modern Organization
Com. 482	Fund Raising and Development
Com. 483	Legal and Ethical Issues
Com. 486	Television in the Corporate Sector
Com. 495	Technical Writing
Com. 500	Thesis/Project

Admission. Candidates will be required to submit a) an official transcript from the institution granting their baccalaureate degree, b) three letters of recommendation and c) Graduate Record Examination or Miller Analogies scores. Up to eight semester hours of transfer credit for graduate study elsewhere may be applied toward the degree when that work is judged to be appropriate to the candidates' program.

For further information and applications, write to the Department of Communications, Simmons College, 300 The

Fenway, Boston, MA 02115, or call (617) 738-2261.

Lynda A. Beltz, Ph.D. Director of the Graduate Program in Communications Management

Department of Education and Human Services

The Master of Arts in Teaching (M.A.T.) Program

The M.A.T. Program admits prospective teachers with strong liberal arts backgrounds, and is intended primarily for candidates with no previous teaching experience. All candidates receive basic teacher preparation, as well as special skills needed to work successfully with students having mild learning disabilities who have been mainstreamed into the regular classroom in accordance with state and federal legislation.

The M.A.T. Program requires at least 36 semester hours of course work, which may be completed in one summer session and one academic year. Students normally enter the program in late June for the six-week summer session, although arrangements can be made for September entry or part-time study. However, the final student-teaching experience is always a full-time commitment.

In the summer, students complete Edu. 457, Cultural Foundations of Education, 4 sem. hrs., and Edu. 445, Educational Psychology, 4 sem. hrs. During the fall semester, students take 12 semester hours of course work in curriculum and methods courses and field work appropriate to their area of professional preparation, and they choose one elective from a subject area field (4 sem. hrs.). They then complete 12 semester hours of student teaching in the spring semester.

Professional courses may be waived if the candidate has had comparable work as an undergraduate. When waivers are

allowed, the candidate may choose additional electives from the College curriculum. Waivers do not alter the basic requirement of 36 semester hours for the degree.

Transfer credit of up to eight semester hours toward the 36 required may be allowed for graduate work completed at another institution, when that work is judged to be appropriate to the candidate's program.

The M.A.T. Program is planned to meet the Massachusetts State Regulations for Teacher Certification; thus, a candidate's background and skills must be carefully examined. When necessary, additional course work beyond the 36 semester hours may be required in order to meet the regulations.

The Elementary Teaching Program (Grades 1-6)

The Elementary Teaching Program is open to candidates who wish to teach in mainstream, open, or traditional classrooms. Candidates must enter with a broad background in the subject areas taught in elementary schools.

The Middle and High School Teaching Programs (Grades 5-9, 9-12)

These programs lead to teaching certificates in the fields of study taught in middle and high schools. Candidates are placed in field work placement sites at the level of the certificate they have chosen. Following are the areas of specialization: English, mathematics, French, Spanish, history, social studies, behavioral sciences, and biology.

Admission. The applicant must have a baccalaureate degree from an accredited college. The undergraduate record must give evidence of academic achievement (at a minimum of a 2.5 grade point average) in the applicant's prospective teaching subject. Recommendations, an

interview, and other documentation are required.

Lydia A. Smith, Ed.D. *Director of the Master of Arts in Teaching Program*

The Master of Science Program in Severe Special Needs

This federally-funded graduate program is designed to prepare teachers to work with those learners whose developmental deviations are so pronounced that they rarely, if ever, follow the regular education curriculum. Students are prepared to teach in self-contained special education classes in regular public schools or special residential or day schools, and to support the integration of severely impaired learners into the community and the work place. Students are prepared to teach functional age-appropriate skills to learners in elementary, middle, and high school settings, and will have field experience at all three levels. These skills range from manual communication, self-help skills, and proper social behavior, to survival reading, simple computation, and specific job skills.

Requirements

Candidates for the degree must satisfactorily complete a minimum of 40 semester hours in either full-time or part-time study. The typical sequence of courses for a full-time student is as follows:

Year I—Fall

Edu. 342 Analysis of Behavior: Principles and Classroom Behavior, 4 sem. hrs.

Edu. 343 Development of the Employability Plan and Issues in the Education of the Severely Impaired Learner, 4 sem. hrs.

Edu. 347 Development of Functional Curricula for the Severely Impaired Learner, 4 sem. hrs.

Edu. 348 Analysis of Community Resources and Development of the Trainer Advocate Role, 4 sem. hrs.

Year I—Spring

Edu. 329 Speech and Language, 2 sem. hrs.

Edu. 346 Young Child with Severe Special Needs, 2 sem. hrs.

Edu. 412 Implementation of Service/Employability Plans, 4 sem. hrs.

Psy. 135 Developmental Psychology (if not taken previously), 4 sem. hrs.

Year II—Fall

Edu. 413 Applied Research in the Education of Learners with Severe Special Needs, 4 sem. hrs.

Paid aide/internship

Year II—Spring

Edu. 468 Practicum: Severe Special Needs, 12 sem. hrs.

This sequence of courses allows for two semesters of course work (Year I) followed by a year of supervised employment during which the students complete their research competencies and student teaching requirements.

Students who wish to take courses on a part-time basis should meet with the Program Director and develop an appropriate course sequence.

Admission

Admission requires a baccalaureate degree from an accredited college or university and a strong undergraduate record. The applicant for admission must submit an official transcript of the undergraduate record, a statement of purpose in seeking the degree, and two letters of recommendation. For further information and applications, contact the Department of Education, Simmons College, 300

The Fenway, Boston, MA 02115, or call (617) 738-2157.

Alice Van Deusen, M.Ed. *Director of the Graduate Program in Severe Special Needs*

Department of English

The Master of Arts

The master's curriculum is designed to provide one year's study that will supplement and consolidate the student's undergraduate work in literature and allow some further specialization.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Both men and women are admitted to the program on either a full- or part-time basis. The applicant for admission must submit an official transcript of the undergraduate record, and, at the request of the Department, a statement of purpose in seeking the degree, together with recommendations from three former teachers. An interview may be requested.

Students are admitted to this program in both September and January.

The program of study is individually prescribed, the student being permitted to take certain courses in subjects closely adjacent to English *provided* these courses are directly relevant to a coherent plan of graduate work. The M.A. candidate is expected to be competent in a language other than English. This competence is established by the successful completion of at least one course dealing with literary texts in that language, if the student has not already had an equivalent. Ordinarily, no master's thesis is required, though students may, by directed individual study or in seminars, write a thesis as a substitute for courses they would otherwise take.

The master's degree requires the satisfactory completion of 32 semester hours.

The Department advises at least one course in early English literature, Chaucer, or Renaissance unless the student has already had such courses. The remainder of the program is elected, after consultation, from courses best adapted to the student's needs and interests.

Courses numbered in the 300's are especially suitable for master's candidates.

Except by special consent of the Committee on Graduate Studies, no more than eight semester hours of transfer credit for graduate study elsewhere can be allowed toward the master's degree.

The Master of Philosophy

The Master of Philosophy in English offers a year's advanced study of literature beyond the Master of Arts and provides a measure of specialization beyond that degree. Part of each student's schedule centers on some topic, area, period, or genre of personal interest — e.g., the relation of literature to the arts in a certain century, the modern American area, the 19th century, or the novel — this focus of interest being declared upon admission to the program. This special study is done individually under the direction of a member of the Departmental faculty. Before the degree is granted, the candidate takes an oral examination in the area or topic of concentration. As in the case of the Master of Arts, the student's total curriculum is arranged after full consultation and with due attention to the needs and purposes of the candidate. Courses in areas auxiliary to English are allowable *provided* they are closely relevant to a coherent plan of graduate study.

The Master of Philosophy Program ordinarily requires the previous completion of a master's degree in English as well as competence in a foreign language as established by the successful completion of at least one course dealing with the literary texts in that language, if the student has not already had the equivalent.

Except by special consent, no more than eight semester hours of transfer credit for graduate study elsewhere can be allowed toward the eight semester courses (32 semester hours) necessary for the Master of Philosophy.

Men and women are admitted to the Master of Philosophy Program, and part-time study is permissible. The applicant for admission must submit official transcripts of all previous academic records and, at the request of the Department, a statement of purpose in seeking the degree, together with three recommendations from former teachers. Students are admitted to this program at the beginning of both the fall and spring semesters.

Charles E. L'Homme, Ph.D. Director of the Graduate Programs in English

Department of Foreign Languages and Literatures

The Master of Arts: French The Master of Arts: Spanish

The curricula in Spanish and in French are designed to provide one year of study that will strengthen the oral and written command of Spanish or French and consolidate the student's knowledge of the language's literature. The program of study will be planned by the student, with the assistance of an assigned faculty adviser, to suit the student's particular preparation and objectives.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Both men and women will be admitted on a full- or part-time basis to the graduate programs, which require the completion of 32 semester hours, i.e., eight semester courses. A master's thesis is not normally required; however, students are expected to complete a substantial research paper on a special topic.

in relation to one of the advanced courses.

For the Master of Arts in Spanish, it is recommended that the student elect at least five courses at the 300 level, with the remainder to be selected upon consultation with the assigned adviser from courses in related fields, such as another language taken as a minor.

The Master of Arts in French requires six courses in the field of concentration at the 300 level, with the remainder to be selected upon consultation with the assigned adviser from courses in related fields, such as English literature or another language.

Applicants for admission to the Master of Arts Program must submit an official transcript of the undergraduate record, a statement of purpose in pursuing the program, and three letters of recommendation from teachers or other persons well acquainted with the academic ability and performance of the candidate. This material should be received by the Chairman of the Department of Foreign Languages and Literatures by July 15 for the fall semester or by November 15 for the spring semester.

Mary Jane Treacy, Ph.D. *Director of the Graduate Programs in French and Spanish*

Interdisciplinary Programs

The Master of Science in Health Care Administration

The Master of Science Program in Health Care Administration prepares men and women for administrative positions in the health care field. The program, a collaborative effort of the College's Departments of Economics, Management, and Nursing, consists of an in-depth study of health care systems, the social sciences, management, and administration. The curriculum focuses on management and decision making, research, and technical competencies in

the functional areas of health care organization. Emphasis is placed upon health care financial management, human resources management, health care information systems, legal aspects of health care delivery, and the planning and regulation of health care.

The program is designed for men and women in professions such as nursing, nutrition, physical therapy, and respiratory therapy, who wish to enter into and/or advance their careers in administration; for those in corporations, management companies, consulting firms, insurance companies, government agencies, industrial and occupational health agencies, or other organizations with responsibilities in the area of health care services, who wish to advance their careers in administration; for those in management positions (such as staff accountant or human resources director) in health care or health care-related organizations, who wish to advance to the middle-management level in the health field.

Requirements. Candidates for the Master of Science in Health Care Administration must satisfactorily complete 56 semester hours of full- or part-time study. Full-time study can be completed in four semesters, including one summer term, and part-time study in seven semesters, including summer terms.

Admission. Candidates are required to have a baccalaureate degree from an accredited institution of higher learning. Candidates must submit official transcripts of previous academic work; Graduate Record Examination or Graduate Management Admission Test scores taken with the last five years; three letters of recommendation; and a completed application that includes two personal statements. Candidates may enter the program in either the spring or fall semester. For further information regard-

ing admission, contact the Program Director, Graduate Program in Health Care Administration, Simmons College, 300 The Fenway, Boston, MA 02115 (617) 738-2211.

Courses

HCA 400	Introduction to Health Care		
HCA 411	Epidemiology and Biostatistics		
HCA 412	Health Care Management		
HCA 415	Accounting for Health Care Organizations		
HCA 420	Research in Health Services		
HCA 422	Human Resources Management for Health Care Organizations		
HCA 423	Labor Relations in Health Care		
HCA 424	Economics of Health Care and Health Care Policy		
HCA 425	Health Care Financial Management		
HCA 432	Legal Issues in Health Care		
HCA 435	Health Care Information Systems		
HCA 436	Marketing of Health Services and Organizations		
HCA 444	Ethical Issues in Health Care		
HCA 447	Critical Issues in Health Care		
HCA 448	Sociology of Health		
HCA 449	Women and Health		
HCA 450	Independent Study		
HCA 460	Practicum in Health Care Administration		
HCA 490	Seminar in Health Care Administration		

Lucia F. Miree, Ph.D. *Director of the Graduate Program in Health Care Administration*

The Master of Arts in Liberal Studies
The Master of Arts in Liberal Studies Program is a broad-gauged interdisciplinary program designed to provide an individualized course of study that recognizes each student's major academic background and field of interest.

Candidates for the degree must satisfactorily complete 32 semester hours, at least four of which must be an interdisciplinary core course that is an introduction to the program. The topic may vary from year to year.

Liberal Studies 401-2	4 sem. hrs.
Topic for 1987-88: American Popular Culture 1890-1980: An exploration of the American psyche through best-sellers, magazines, films, and other mass media. Attention given to issues of race, class, and gender as shaping and shaped by our popular culture.	
Formal classroom work . . .	12 sem. hrs.
Independent study or additional classroom work	8 sem. hrs.
Master's Project	8 sem. hrs.
	32 sem. hrs.

Each student's specific program of study will be individually planned with a faculty adviser and based on a written proposal in which the student has set forth his or her objectives in the program. This catalog should be consulted for specific courses that might become part of this proposed area of inquiry.

The proposal should present a central unifying theme for the student's planned course of study with a related independent study component. Proposals might involve such subjects as a literary genre, a problem in ethics or mores, a period of history, a specific race, class, or gender question, or an issue in science. Help in formulating the proposal is available from the Director or instructors in the program.

Admission requires a baccalaureate degree from an accredited college or university and a solid undergraduate record. Applicants should submit an official transcript of the undergraduate record, letters of recommendation from three former teachers or academic employers, and a preliminary draft of a proposal outlining the applicant's general area of interest and direction of study. Students are admitted to the program for the fall and spring semesters; it is desirable to apply well in advance of those dates. Although an interview is not required, it is strongly advised.

Credit for graduate work done elsewhere will be considered only after the student has completed 16 hours of credit in the Simmons program. A maximum of eight hours of credit may be granted for such work.

For further information and an application, contact the Program Director, Graduate Program in Liberal Studies, Simmons College, 300 The Fenway, Boston, MA 02115; (617) 738-2160.

Laurie Crumpacker, Ph.D. *Director of the Graduate Program in Liberal Studies*

Graduate School of Library and Information Science

The Graduate School of Library and Information Science offers professional programs for qualified college graduates, both men and women. One program, fully accredited by the Committee on Accreditation of the American Library Association, leads to the degree of Master of Science upon the completion of 36 semester hours of graduate courses taken in the Simmons College Graduate School of Library and Information Science. The School also offers to inservice librarians continuing education opportunities, as well as an advanced program leading to the Doctor of Arts degree.

The information professions afford a broad range of opportunities in differing specializations and types of libraries and other information centers. Accordingly, the Graduate School of Library and Information Science's Master of Science Program provides a full range of elective specializations to meet the interests of those who wish to work in areas of public, school, college, and university libraries, and in special libraries and information centers. Fundamentally, librarianship and information management deal with books and other media that provide informational needs that the librarian must relate to people of all ages

and degrees of education. This ability requires a considered awareness of the significance of the library in both the local community and society at large. It also requires skill to judge information in terms of the needs of individuals who use it. School graduates have found that the ability to organize, retrieve, and collect information has a wide application outside the field of librarianship.

While a general education is an essential foundation for the study of library and information science, a subject interest that has been developed through adequate academic preparation frequently has a direct application in the library field. The existence of numerous special libraries and special collections in general libraries offers attractive opportunities for those who have specialized in the social, physical, or biological sciences; the fine arts; and other subject areas.

The School's catalog contains detailed information regarding admission and degree requirements, course offerings, financial aid, and other related material, and should be consulted by those contemplating graduate study in library and information science at Simmons College. Copies of the catalog, schedules of classes, summer session announcements, and application forms may be obtained from the Director of Admissions, Graduate School of Library and Information Science, Simmons College, 300 The Fenway, Boston, MA 02115.

The Master of Science Program

Candidates for admission to the Master of Science Program must offer assurance of capacity for graduate work. All applicants must hold a baccalaureate degree in the liberal arts or sciences from an accredited college or university. Applicants are expected to have achieved at least a B – average in their overall preparation. Certain candidates may, at the option of the School, be requested to submit scores from the Aptitude Test

portion of the Graduate Record Examination. All candidates are encouraged to take this examination and to submit their scores as part of the application process.

Admissions applications for the Master of Science Program can be obtained from the Director of Admissions of the Graduate School of Library and Information Science. A nonrefundable \$25 application fee, official transcripts of the college record, a statement of graduation, at least two personal recommendations, and, whenever required, a personal interview with a representative of the School, complete the application for admission.

Applicants for the Master of Science Program are urged to file their applications, with supporting documents, well in advance of the session in which they wish to begin study in order to insure proper consideration of their credentials. *It should be noted* that to assure processing, applications must be completed no later than May 15 for the summer session, July 1 for the fall semester, and November 1 for the spring semester. Applications that are completed after the above deadlines, in most cases, will be considered for later academic sessions. Applicants should also understand that no consideration can be given to their applications unless *all required supporting credentials* have been received. Accordingly, the School cannot assume responsibility for processing applications unless *all documents* are in hand by the deadlines indicated above.

Both full-time and part-time students may begin their studies in the summer session, the fall semester, or the spring semester; the admission requirements and instructional standards are identical. Courses are offered during regular daytime hours, late afternoons, evenings, and on Saturdays. Courses equivalent to the one-year program are also offered in a series of summer sessions to qualified men and women. The entire program

may be completed in four to five summers or by a combination of summer and term-time courses.

The Doctor of Arts Program

A program leading to the degree of Doctor of Arts, with a specialization in library administration, is a strong component of the School. The objective of the School's Doctor of Arts Program is to provide experienced librarians with intensive advanced preparation for administrative and supervisory careers in libraries and information centers. The Doctor of Arts degree has in recent years become an alternative to the Ph.D. in a number of academic disciplines because of higher education studies, such as those sponsored by the Carnegie Foundation. Simmons, however, is believed to be the first college to offer a doctorate in librarianship.

The Doctor of Arts Program is based upon the conviction of the faculty of the Graduate School of Library and Information Science that advanced study in preparation for higher-level administrative responsibility should focus on specialized knowledge directly applicable to the operational concerns of libraries. The aim of the program is to provide an opportunity for an individualized program of systematic study that is interdisciplinary in character and centers on the application of sound principles of modern management to solve library administration problems. In contrast with programs leading to the Ph.D. or D.L.S., the Doctor of Arts Program is intended exclusively for those planning careers in library management. Using a problem-solving methodology, the program emphasizes the understanding of a systematic approach to the process of decision making. Within the program, students may choose from among public, academic, school, or special library administration as areas of specialization.

All candidates for admission must hold a baccalaureate degree from an accredited institution and an appropriate distribution of liberal arts courses. They must, in addition, either hold a master's degree from a program in library science accredited by the American Library Association or a master's degree in educational media from an accredited institution. Sixty credit hours of graduate work are required for the completion of the program. For those with a second master's degree or other relevant graduate education in addition to the professional degree, up to 24 hours of that graduate work may, at the discretion of the D.A. Committee, be applied toward the 60 hours for the D.A. degree. All studies should reflect a high quality of academic performance through the presentation of a superior academic record.

Candidates for the Doctor of Arts Program must give evidence through a written statement that their professional goals are consistent with the goals of the program. It is expected that all candidates will present a background of several years of library experience, including supervisory or administrative experience. An interview with the Committee on Doctoral Study and appropriate testimonials to the professional competence of the applicant will be required.

A candidate for admission to the Doctor of Arts Program for whom English is not the native tongue must achieve a satisfactory score on either the English Proficiency Test administered by the English Language Institute of the University of Michigan or the Test of English as a Foreign Language (TOEFL).

Admission is on a selective basis. Candidates must understand that meeting the minimum requirements set forth above does not, in itself, assure admission to the program.

Admission applications for the Doctor of Arts Program can be obtained from the Director of Admissions of the Gradu-

ate School of Library and Information Science. A nonrefundable \$25 application fee, official transcripts of all academic work currently in progress or completed, three professional recommendations, a current résumé, a personal statement of professional career goals in relation to the goals of the Doctor of Arts Program, and a personal interview with the Committee on Doctoral Study complete the application for admission. Candidates must submit scores from the Aptitude Test portion of the Graduate Record Examination, or from the Miller Analogies Test, as part of the application process.

Master of Science Program Courses

Courses in library and information science are open only to matriculated students in the School, to other graduate students in the College, or to alumni and other master's degree-holding professionals.

LS 403	Library and Information Science: The Role of Research
LS 404	Principles of Management
LS 406	Organization and Management of School Library/Media Centers
LS 407	Reference/Information Services
LS 408	Bibliographic Instruction and Methods
LS 409	Literature of the Social Sciences
LS 413	Literature of the Humanities
LS 414	Organization and Management of Special Libraries
LS 415	Organization of Knowledge in Libraries
LS 416	Organization of Nonprint Materials
LS 417	Advanced Cataloging and Classification
LS 418	Technical Services
LS 419	Indexing for Information Retrieval
LS 420	Modern Publishing and Librarianship
LS 424	The Film in Communication
LS 428	United States Government Information Policies, Resources, and Services
LS 430	Introduction to Business Literature
LS 431	The Design and Production of Instructional Materials
LS 433	Oral History
LS 434	Medical Librarianship
LS 435	Music Librarianship
LS 436	Art Librarianship
LS 437	Legal Bibliography
LS 438	Archives Management
LS 439	Conservation Management for Libraries and Archives

LS 450	Organization and Management of Public Libraries
LS 452	Evaluation of Library/Information Services
LS 453	Collection Development and Management
LS 455	Introduction to Information Technology and Programming
LS 456	Records Management
LS 458	Information Retrieval Research
LS 468	Communications Media and the Information Professions
LS 470	History of Visual Communication
LS 471	Photographic Archives and Visual Information
LS 481	Children's Literature and Media Collections
LS 482	Library Programs and Service to Children
LS 483	Libraries, Contemporary Society, and the Adolescent
LS 484	Literature of Science and Technology
LS 485	Management of Information Technology
LS 486	Systems Analysis in Information Services
LS 489	Automated Services and Systems for Library/Media Operations
LS 490	International and Comparative Librarianship
LS 492	Contemporary Management Theory
LS 496	Internship (N-9)†
LS 497	Internship (5-12)†
LS 498	Practicum: (N-9)†
LS 499	Practicum: (5-12)†
LS 500	Independent Study
LS 520	A-L Current Topics
LS 520A	Collective Bargaining in Libraries
LS 520B	Fiscal Management of Library and Information Systems
LS 520C	Intellectual Freedom and Censorship
LS 520D	Information Management
LS 520E	Microcomputer Database Management
LS 520F	Advanced Online Database Searching
LS 520G	Microcomputers in Libraries and Information Centers
LS 520J	OCLC Systems and Services
LS 520K	Indexing Language Design
LS 520L	Designing Libraries and Information Centers
LS 530	Topics in Library and Information Services

†A student who intends to become certified as a Unified Media Specialist is required to take one of the field work components in LS 496-499.

Doctor of Arts Program Courses

The following courses are open only to graduate students who have been admitted into the Doctor of Arts Program or who hold postgraduate standing. With permission of the instructor, they may also be open to students who have achieved Master of Science degree candidacy.

LS 600	Supervised Study
LS 602	Public Libraries: Perspectives for Change
LS 603	Academic Libraries: Perspectives for Change
LS 632	Research Methods
LS 642	Applied Statistics for Library Management
LS 666	Advanced Problems in School Media Center Administration
LS 667	Internship N-12††
LS 669	Practicum N-12††
LS 686	Systems Analysis in Information Services
LS 692	Contemporary Management Theory
LS 699	Supervised Field Research

Faculty

Robert D. Stueart, Ph.D. Professor of Library and Information Science and Dean, Graduate School of Library and Information Science

James Michael Matarazzo, Ph.D. Professor of Library and Information Science and Associate Dean, Graduate School of Library and Information Science

Ching-chih Chen, Ph.D. Professor of Library and Information Science and Associate Dean, Graduate School of Library and Information Science

A.J. Anderson, D.Ed. Professor of Library and Information Science

Josephine Riss Fang, Ph.D. Professor of Library and Information Science

Peter Heron, Ph.D. Professor of Library and Information Science

Estelle Jussim, D.L.S. Professor of Library and Information Science

James C. Baughman, Ph.D. Associate Professor of Library and Information Science

Patricia G. Oyler, Ph.D. Associate Professor of Library and Information Science

*****Carolyn S. Schwartz, Ph.D.** Associate Professor of Library and Information Science

L. Allen Smith, Ph.D. Associate Professor of Library and Information Science

††A student who intends to become certified as a Supervisor/Director is required to take one of the field work components in LS 667 or LS 669

***On sabbatical leave second semester 1987-88.

Margaret A. Bush, M.S. Assistant Professor of Library and Information Science
Sheila Intner, D.L.S. Assistant Professor of Library and Information Science
Pamela Reeker McKirdy, M.S. Assistant Professor of Library and Information Science
Nancy Allen, M.A. Visiting Lecturer
Sandra Clevesy, M.S. Visiting Lecturer
Lorna Daniells, B.A., B.S. Visiting Lecturer
Barbara DeYoung, M.L.S. Visiting Lecturer
Edward Evans, Ph.D. Visiting Lecturer
Daphne Harrington, M.L.S. Visiting Lecturer
Artemis Kirk, M.S. Visiting Lecturer
Jay Lucker, M.S. Visiting Lecturer
Carolyn Markuson, Ed.D. Visiting Lecturer
Leo McAuliffe, J.D. Visiting Lecturer
Claudia Morner, M.S. Visiting Lecturer
Jean Morrow, M.A. Visiting Lecturer
Nancy E. Peace, D.L.S. Visiting Lecturer
Ann Russell, Ph.D. Visiting Lecturer
David Shapiro, M.A.T. Visiting Lecturer
Megan Sniffin-Marinoff, M.A. Visiting Lecturer
Alice Warner, M.S. Visiting Lecturer

Judith B. Yenawine, M.Ed. Director of Admissions, Graduate School of Library and Information Science
S. Frances Barbanel, M.S. Assistant to the Dean, Graduate School of Library and Information Science
Linda H. Watkins, M.Ed. Librarian, Graduate School of Library and Information Science
Mara Cary, M.Ed. Assistant Librarian, Graduate School of Library and Information Science
Suzanne Krebs, B.A. Secretary to the Associate Dean, Graduate School of Library and Information Science
Linda Willey, A.A.S. Faculty Secretary, Graduate School of Library and Information Science
Maureen T. Boyle, B.A. Secretary, Graduate School of Library and Information Science

Graduate School of Management

The Master of Business Administration Program

The Master of Business Administration Program was designed expressly to meet rapidly growing needs of business, industry, and nonprofit organizations for competent women managers. Simultaneously, it seeks to meet the individual needs of women who, in growing numbers, are pursuing management careers. In order to complete in 12 months the 45

credit hours of work required for the Master of Business Administration degree, each full-time student must be willing to commit herself to an intensive, rigorous program of study by taking six courses, or their equivalent, in each of three semesters (from September to August). Part-time students, most of whom are currently employed, generally take two or three evening courses each semester, and complete the program in two or three years. Although the program addresses the special needs of women, it is also open to qualified men.

The Curriculum

The Master of Business Administration Program curriculum develops in two parallel streams. One stream is concerned with structural, psychological, and behavioral issues; and the other with the functional areas of management concern: quantitative analysis, economic analysis, information systems, finance, accounting and control, operations management, and marketing. The two streams are tied together by a six-week internship and by integrative courses that confront the issue of managing individuals and their work in a deeper and more comprehensive way than a traditional graduate emphasis on marketing or finance, for example, permits. Individual course descriptions are given in the Graduate School of Management catalog.

Admission

Candidates for admission must have at least two years of work experience and in most cases hold the baccalaureate degree or higher. However, nontraditional students who have not earned a bachelor's degree but can present a significant record of professional accomplishment may also be considered. Applications are evaluated after the following documents are received: Graduate Management Admission Test

scores, three letters of recommendation, and transcripts for all course work beyond high school. Both full-time and part-time students begin the program only in September. Inquiries regarding admissions should be sent to the Director of Admissions, Simmons College Graduate School of Management, 409 Commonwealth Avenue, Boston, MA 02215, (617) 536-8289.

Management Development Programs

The Management Development Programs Office offers several residential, executive development programs for women at varied levels of management. Included among these are the Middle Management Program (MMP), the Program for Developing Managers (PDM), and the Managing With Influence Seminar (MWI).

The Middle Management Program (MMP) is an intensive, company-sponsored, ten-week management development program. Adapted from the Graduate School of Management MBA Program, it is designed to assist employers in industry, in government agencies, and in the non-profit sector in preparing qualified women for positions in middle management. The curriculum focuses on the development of both functional and behavioral skills.

The Program for Developing Managers (PDM) is a three-week corporate-sponsored intensive course of study in the quantitative and behavioral aspects of management. This program is designed for the professional woman whose managerial potential will be enhanced by strengthening her quantitative skills.

The Managing With Influence Seminar (MWI) is offered several times during the year. This one-week residential program is designed to help the woman executive become more influential in her personal interactions, in groups, and on

paper. Participants' professional concerns are addressed through use of practical cases on women in management, experiential exercises, and self-analysis instruments.

Further information can be obtained by writing or calling Management Development Programs, Simmons College Graduate School of Management, 409 Commonwealth Avenue, Boston, MA 02215, (617) 536-8380.

Faculty

Margaret Hennig, D.B.A. *Dean of the Graduate School of Management and Professor of Management*

Anne Jardim, D.B.A. *Dean of the Graduate School of Management and Professor of Management*

Mary Louise Hatten, Ph.D. *Professor of Management*

Susan Hass, C.P.A., M.B.A. *Associate Professor of Accounting*

Deborah M. Kolb, Ph.D. *Associate Professor of Management*

David Novak, Ph.D. *Associate Professor of Quantitative Management*

Issa Samii, M.B.A. *Associate Professor of Finance*

Barbara A. Sawtelle, Ph.D. *Associate Professor of Economics*

Ann Lindsey, M.B.A. *Assistant Professor of Management*

Nicholas Amdur, M.B.A. *Adjunct Associate Professor of Operations Management*

Frederik Wiersema, D.B.A. *Adjunct Associate Professor of Marketing*

Jeanne Stanton, M.B.A. *Adjunct Assistant Professor in Research*

James Hollowood, Ed.D. *Lecturer in Computer Resource Management*

Elaine Yakura, J.D. *Instructor of Human Resource Management*

Janice Campbell, M.B.A. *Associate in Research*

Joan Chaput, M.B.A. *Associate in Research*

Marcia Katz, M.B.A. *Associate in Research*

Sharon Vincent, M.B.A. *Associate in Research*

Patrice Williams, Teaching Assistant, Computer Laboratory

Staff

Leslie Boone, M.B.A. *Senior Assistant Dean of Administration*

Jane Halko, B.S. *Director of Admissions*

Jane Hodgetts, M.B.A. *Director of Placement*

Sandra K. Neiman, M.Ed. *Assistant Dean, M.B.A. Program*
Toni Riccardi, B.S. *Director of External Affairs*
Mary Taylor, M.B.A. *Director of Management Development Programs*
Elizabeth Greeley, B.A. *Associate Director of Admissions*
Linda Wolfson, M.S.W. *Associate Director of External Affairs*
Susan Stockton, M.F.A. *Assistant Director of Management Development Programs*
Jacqueline Martin, B.A. *Assistant to the Deans*
Maria Cokotis, M.S. *Placement Coordinator*
Susan Reenstierna, B.A. *M.B.A. Program Coordinator*
Ellen Sheridan, M.B.A. *Business Coordinator*
Louisa Cogswell, M.Ed. *Receptionist*
Paula Aquaviva, B.S. *Faculty Assistant*
Sheila Coakley, B.A. *Administrative Assistant to Admissions*
Robin Katzman, B.A. *Administrative Assistant to External Affairs*
Art Sullivan *Administrative Assistant to the Deans*

Department of Nursing

The Master of Science in Primary Health Care Nursing: Adult Nurse Practitioner, Occupational Health Nurse Practitioner **Master of Science Completion Program for Practicing Nurse Practitioners**

The Master of Science in Primary Health Care Nursing Program is designed to improve and extend the delivery of primary health care by preparing nurses for expanded roles. This program is a collaborative effort between the Simmons College Graduate Program in Nursing and Brigham and Women's Hospital, a major teaching hospital that has been actively involved in the education and employment of nurse practitioners since 1972. The College's educational facilities and the hospital's clinical facilities, as well as other clinical facilities, are effectively utilized to prepare adult nurse practitioners and occupational health nurse practitioners who deliver primary health care to adults.

The purpose of the Simmons Master of Science in Primary Health Care Nursing Program is to provide specialized professional nursing education in the delivery of primary health care nursing to the adult client, to prepare the graduate to practice as a specialist in nursing, and to provide the foundation for the pursuit of doctoral study.

The Master of Science in Primary Health Care Nursing will prepare primary care practitioners who are able to synthesize in-depth knowledge from the behavioral, natural, and applied sciences in delivering primary health care nursing to adults; initiate the assessment, management, and evaluation of the delivery of primary health care nursing to adults in community or occupational health settings; evaluate the efficacy of primary health care delivery systems; conduct clinical nursing research designed to test and build nursing knowledge and to solve problems of nursing care; function as the leader of a health care team in the delivery of primary health care to individuals and groups; apply knowledge of planning, developing, implementing, and evaluating preventive health programs; initiate change in the health care delivery system in collaboration with health care professionals and consumers; and apply knowledge of organizational theory, economics, and politics of health care when collaborating and negotiating with other professionals and groups on behalf of clients.

Requirements. Candidates for the Master of Science degree in primary health care nursing preparing adult nurse practitioners and occupational health nurse practitioners must satisfactorily complete a minimum of 41 semester hours in either full-time or part-time study.

Master of Science in Primary Health Care Nursing Program Core Courses

Theoretical Foundations for

Nursing Practice	2 sem. hr.
Theory and Practice Primary Health Care Nursing	
I, II	14 sem. hrs.
Research Methodology I, II, III	6 sem. hrs.
Normal and Abnormal Human Physiology	4 sem. hrs.
Seminar in Leadership and Role Development in Primary Health Care Nursing	
Psychosocial Aspects of Adulthood and Aging	3 sem. hrs.
	2 sem. hrs.

Adult Nurse Practitioner Courses

Theory and Practice Primary Health Care Nursing III	6 sem. hrs.
Elective	4 sem. hrs.
	41 sem. hrs.

Occupational Health Nurse Practitioner Courses

Seminar in Leadership and Role Development for Occupational Health Nursing	1 sem. hr.
Theory and Practice Primary Health Care Nursing in the Occupational Setting	6 sem. hrs.
Principles of Occupational Health	3 sem. hrs.
	41 sem. hrs.

Admission. Admission into the Master of Science in Primary Health Care Nursing Program requires a baccalaureate degree from a National League for Nursing accredited program (other undergraduate preparation is considered), a license to practice in one of the United States, and the equivalent of two years of full-time clinical nursing experience. Candidates will be required to submit a) official transcripts of their previous academic work; b) three letters of recommendation reflecting professional

practice and academic achievement, including one from the applicant's undergraduate institution and most recent employer; c) Graduate Record Examination scores; and d) a current statement of their satisfactory health status from their physician or nurse practitioner. Candidates are required to submit a written statement regarding their professional goals and interest in the program. Candidates are required to have had a course in health assessment and basic statistics prior to admission. Candidates must carry satisfactory coverage of registered professional nurse liability insurance and current certification in first aid and cardiopulmonary resuscitation. Candidates who reach the final selection process are required to have a personal interview before admission into the program.

As in other Simmons College graduate programs, qualified men and minority students are encouraged to apply. Enrollment is limited. A two-year part-time option is offered in addition to the one-year full-time program.

Master of Science Completion Program: Adult Primary Care or Occupational Health

This program is designed for practicing nurse practitioners already possessing a bachelor's degree who seek to obtain a master's degree as an occupational health or adult nurse practitioner. The program is intended for nurse practitioners previously prepared as adult, family, or geriatric nurse practitioners, and presupposes a strong knowledge base in adult primary care.

Twenty-two to 28 semester hours are required, given evidence of success in gaining 14 credits in Theory and Practice of Primary Care Nursing through the program challenge examinations. An additional four credits in Normal and Abnormal Human Physiology may also be granted through the challenge exam procedure.

Candidates may plan their studies with an adviser, given the nature of their experience, previous education, professional objectives, as well as course availability.

All students conduct a research study and are provided the foundation for doctoral study.

Admission. Admission into the Master of Science Completion Program for Practicing Nurse Practitioners requires all previously described requirements, under the Master of Science in Primary Health Care Nursing, as well as evidence of satisfactory completion of an NLN accredited, or ANA certified adult, family, or geriatric nurse practitioner program.

Graduate Faculty

Penelope M. Glynn, R.N., C., M.S. *Assistant Professor of Nursing and Director of Graduate Program*

Theresa Bonanno, R.N., C., M.S. *Assistant Professor of Nursing*

Ann Hobson, R.N., C., M.S. *Assistant Professor of Nursing and Clinical Coordinator*

Eileen McNeely, R.N., C., M.S. *Assistant Professor of Nursing and Coordinator, Occupational Health Track*

Susan Wainger, M.D. *Medical Coordinator*

Adjunct Faculty

Laurie Appleby, R.N., C., M.S. *Adjunct Instructor*

Judy Beal, D.N.Sc. *Adjunct Associate Professor, Research*

Lauren Berman, M.S.W. *Adjunct Assistant Professor*

Steve Bloom, M.S. *Adjunct Assistant Professor, Physiology*

Carolyn Dillon, M.S.W. *Adjunct Associate Professor*

Polly Thabault, R.N., C., M.S. *Adjunct Instructor*

Theresa Sweeney, Ph.D. *Adjunct Associate Professor, Physiology*

Staff

Jeanne H. Hubelbank, M.Ed. *Research Associate*

Diane Hammer, M.S. *Administrative Assistant*
Tracy Lee Tatosky *Secretary*

Brigham and Women's Hospital Administration

H. Richard Nesson, M.D. *President, Brigham and Women's Hospital*

Marion Metcalf, R.N., M.S. *Vice President for Nursing*

Margaret Hanson, R.N., M.S.N. M.P.H. *Vice President of Ambulatory Care and Community Health Service*

Lois Zizzi, R.N., M.S. *Director, Ambulatory and Community Nursing*

Clinical Agencies

Primary Care

Atlanti-Care Medical Center

Beth Israel Hospital

Brigham and Women's Hospital

Brighton Marine Public Health Center

Brookside Park Family Life Center

Carney Hospital

Chelsea Health Center

Dimock Community Health Center

Faulkner Hospital

Fenway Health Center

Foxboro Health Center

Goddard Medical Associates, Occupational Health Systems, Inc.

Harvard Community Health Plan

Mattapan Hospital

Martha Eliot Health Center

Massachusetts General Hospital

McLean Hospital

Miriam Hospital, Rhode Island

Revere Health Center

Savitz and Wainger

South Jamaica Plain Health Center

Tufts-New England Medical Center

University of Massachusetts Medical Center

Urban Medical Associates

Veterans' Administration Medical Center, West Roxbury and Brockton

Occupational Health

Goddard Memorial

GTE

Instron Corporation

Millipore

Share Occupational Health Program

For further information and an application for either program, please call or write the Graduate Program in Primary Health Care Nursing, Simmons College, 300 The Fenway, Boston, MA 02115, (617) 738-2255.

Department of Physical Therapy

The Master's Degree in Physical Therapy

Beginning in the fall of 1989, qualified men and women who have a bachelor's degree in a field other than physical therapy may be admitted into the final three years of the professional curriculum by applying as a candidate for a master's degree in physical therapy. Prerequisite courses and courses offered in the professional curriculum are listed on page 116 of this catalog. Detailed course descriptions will be included in the 1989-90 catalog.

Janice E. Toms, P.T., M.Ed. *Chairman of the Department of Physical Therapy*

The School program includes learnings acquired through both classroom and field work instruction in social work methods, social work practice, human growth and development, social policy and services, and research. Such learnings are derived from social work itself and from the related fields of medicine, psychiatry, and the social sciences. Emphasis in both years is placed on the values system of social work, the conceptual basis for social work practice, and the various methods social workers use in rendering services to people. Classroom content is reinforced, supplemented, and tested through the student's concurrent experience in carrying out clinical social work responsibilities in community social agencies and institutions selected as training centers.

The School, in cooperation with the Simmons College Career Services and Placement Office, assists in the placement of its graduates. Each fall employment information on the latest graduated class is gathered through a survey, and recent years' results are available upon request in the Admissions Office.

Graduate School of Social Work

Master of Social Work Program

The School of Social Work offers a two-year graduate program that prepares qualified men and women for direct practice in the profession of social work, with particular competence in the application of clinical methods. The School aims to produce graduates who possess the knowledge, skills, and philosophy of social work to enable them to function successfully in beginning social work positions and to continue to grow in ability and responsibility in future practice.

Admission

In recent years the number of qualified applicants has greatly exceeded the number of available openings in the program. The School sets the following requirements for admission, some of which may be waived in very special situations:

1. graduation from an accredited college.
2. evidence of the applicant's intellectual capacity to carry academic work at the graduate level (at least a 3.0 average in undergraduate work).
3. evidence of the applicant's personal qualifications for social work, such as emotional stability, maturity, and the capacity and desire to form helping relationships.

4. experience in the field of social work. Candidates are expected to have explored the field of social work and social work education. Experience in service to people might have been obtained through summer employment, field experience in relation to course work, volunteer work during or after college, and/or full-time employment in the human services after graduation from college.

It is desirable that applicants for admission have a balanced liberal arts education, including social sciences studies at the undergraduate level.

Minority Group Students

Mindful of the value to the School and to the community of increasing the numbers of minority group students and graduates, the School welcomes applications from black, Hispanic, Asian, Native-American, and other minority group candidates. The financial need of such applicants is carefully considered. Both full-time and part-time students are encouraged to apply.

Foreign Students

The School has a history of admitting selected students from other countries. Applicants should carefully consider whether the School's curriculum, with its special emphasis on clinical practice, prepares them suitably for work in their own countries. Applicants must meet the stated requirements for admission, and must have a firm plan for financing their education and living expenses in the United States. Applicants are expected to read, write, and speak English fluently. The Test of English as a Foreign Language (TOEFL) examination is required.

Degree

Two full academic years in residence are required for the Master of Social Work degree, unless the student has satis-

factorily completed the first year in a school of social work that is a member of the Council on Social Work Education. Currently a minimum of 52 semester hours is required for the degree. Candidates must demonstrate the ability to meet a high professional standard in fulfilling the requirements for the degree. All work must be completed in five years from the initial date of enrollment. See also the section on page 148 on graduate programs.

A catalog giving more detailed information may be obtained by writing to the Admissions Office, Simmons College School of Social Work, 51 Commonwealth Avenue, Boston, MA 02116, or call (617) 266-7082.

Courses

Clinical Practice Sequence

SW 421-1	Clinical Practice I
SW 421-2	Clinical Practice II
SW 424-1	Advanced Clinical Practice
SW 425-2	Clinical Social Work: Planned Brief Treatment
SW 426-2	Clinical Social Work with Couples
SW 427-2	Clinical Social Work for Children
SW 428-1, -2	Clinical Social Work with Families
SW 429-2	Clinical Social Work: Cross-Cultural Issues
SW 430-2	Clinical Social Work with Groups
SW 438-1, -2	Clinical Social Work with Alcoholism
SW 439-2	Clinical Practice with Children and their Families

Human Behavior and the Social Environment Sequence

SW 411-1	Human Growth and the Social Environment
SW 411-2	Human Growth and the Social Environment
SW 414-1	Clinical Psychopathology
SW 416-2	Advanced Topics in the Psychopathology of Childhood
SW 417-2	Developmental Perspectives on Psychopathology: Selected Topics
SW 419-2	Character and Psychopathology
SW 420-2	Psychodynamics of Severe Disturbances
SW 491-2	Disturbances of Childhood and Adolescence
SW 493-2	Behavior in Context

Research Sequence

SW 441-1 or -2 Social Work Research
SW 442-0 Social Work Research
Practicum

Social Policy Sequence

SW 401-1 Social Policy and Services
SW 401-2 Social Policy and Services
SW 453-1 Social Policy and Health Care
SW 455-1 Law and Social Policy
SW 458-1 Child and Family Welfare Policy
SW 460-1 Social Services in Industry
SW 461-1 Organizations, Clinical Practice, and the Implementation of Social Policy
SW 462-2 Policies and Programs for the Aged
SW 463-1 Social Policy and Long-Term Care

Dynamics of Racism

SW 409-1 or -2 Dynamics of Racism

Field Education Sequence

SW 446 Field Education, Year I
SW 447 Field Education, Year II

Doctor of Social Work Program

In the fall of 1983 the Simmons College School of Social Work began a doctoral program leading to a Doctor of Social Work. This degree is recognized by academic and agency settings as an advanced-practice degree, and as the alternative to the Ph.D. Clinical in format, the part-time program is built on the foundation areas of methods, human behavior and the social environment, social policy, and research. Specializations are offered in clinical research, clinical administration, and teaching in academic and/or agency settings. Instruction is provided by the School's senior faculty members and other selected educators. Candidates must have an M.S.W., have five years of post-master's social work experience, and have demonstrated superior ability and competence. For more information on the Doctor of Social Work Program, please call or write the Associate Dean, Joseph M. Regan, Simmons College School of Social Work, 51 Commonwealth Avenue, Boston, MA 02116, (617) 266-0806.

Courses

SW 610-1 Theoretical Approaches to Understanding Human Behavior, Development, and Change I
SW 650-1 A Research Framework for Viewing Clinical Practice
SW 630-2 Advanced Clinical Practice I
SW 670-2 Policy Boundaries for Clinical Social Work Practice
SW 651-1 Introduction to Statistics and Data Analysis
SW 671-1 Administration as Policy Management in Human Service Agencies
SW 611-2 Theoretical Approaches to Understanding Human Behavior, Development, and Change II
SW 652-2 Advanced Research and Statistics
SW 653-1, -2 Dissertation Seminar
SW 631-1 Advanced Clinical Practice II
SW 632-2 Advanced Clinical Practice III

Faculty

Diana Pollard Waldfogel, M.S.W. Dean, School of Social Work, and Professor of Social Work
Joseph M. Regan, M.S.W., Ph.D. Associate Dean, School of Social Work, Associate Professor of Social Work, and Director of Doctor of Social Work Program

Sophie Freud, M.S.W., Ph.D. Professor of Social Work and Chairman of Human Behavior and the Social Environment Sequence

***Aileen F. Hart, D.S.W., M.B.A.** Professor of Social Work and Chairman of Social Policy Sequence

Helen Zarsky Reinherz, M.S.W., M.S.Hyg., Sc.D. Professor of Social Work and Chairman of Research Sequence

Priscilla Mullen Riley, M.S.W. Associate Professor of Social Work and Chairman of Field Education Sequence

Carol R. Swenson, M.S.W., D.S.W. Associate Professor of Social Work and Chairman of Clinical Practice Sequence

Myrna DeGruy Bocage, M.S.W. Assistant Professor of Social Work

Carol Elaine Bonner, M.S.W., M.B.A. Assistant Professor of Social Work

Deanna Brooks, M.S.S. Assistant Professor of Social Work

Ruth Grossman Dean, M.S.W. Assistant Professor of Social Work

Eileen Freiberg-Dale, M.S.S.S. Assistant Professor of Social Work

Abbie K. Frost, M.S.S.A., Ph.D. Assistant Professor of Social Work

Betty Garcia-Bahne, M.S.W., Ph.D. Assistant Professor of Social Work

*On sabbatical leave entire year 1987-88.

Ann F. Henderson, M.S.S.S. Assistant Professor of Social Work
Denise Humm-Delgado, M.S.S.W., Ph.D. Assistant Professor of Social Work
Kevin D. Kennedy, M.S.W., D.S.W. Assistant Professor of Social Work
Mark R. Klauk, M.S. Assistant Professor of Social Work
Jack C. Wall, M.S.W. Assistant Professor of Social Work and Director of Child Mental Health Training Grant
David A. Adler, M.D. Adjunct Assistant Professor
Doris T. Axelrod, L.I.C.S.W. Adjunct Assistant Professor
Barbara Berkman, M.A., D.S.W. Adjunct Professor
Daniel P. Brown, Ph.D. Adjunct Assistant Professor
Lillian P. Cain, M.S.W., Ph.D. Adjunct Associate Professor
Kyle M. Carney, M.S.W. Adjunct Assistant Professor
Marc A. Cohen, M.P.P. Adjunct Assistant Professor
Franklin C. Curren, M.D. Adjunct Professor
Patricia A. DeRosa, M.A., M.S.W. Adjunct Assistant Professor
Rhoda Greenspan, M.S.W., L.I.C.S.W. Adjunct Assistant Professor
Mollie C. Grob, M.S.W. Adjunct Professor
Jill R. Harper, M.S.W., M.P.H. Adjunct Assistant Professor
Richard H. Ho, M.S.W. Adjunct Assistant Professor
William M. Holmes, M.S.W., Ph.D. Adjunct Assistant Professor
Carol J. Jensen, M.S.W. Adjunct Assistant Professor
Lauren J. Komack, M.S.S.S. Adjunct Assistant Professor
Frances S. Lewis, M.S.W. Adjunct Associate Professor
Leonard J. Marcus, M.S.W., Ph.D. Adjunct Assistant Professor
Jeanne G. Martin, M.S.W., Ed.D. Adjunct Assistant Professor
Frederick L. Meisel, M.D. Adjunct Assistant Professor
Kathleen H. Millstein, M.S.S. Adjunct Assistant Professor
Donna Donegan Morgan, M.S.W. Adjunct Assistant Professor
Michael J. O'Laughlin, J.D. Adjunct Assistant Professor
Robin J. Ohringer, M.S.W., L.I.C.S.W. Adjunct Assistant Professor
Margo Okazawa-Rey, M.S.S.S., Ed.D. Adjunct Assistant Professor
Ellen R. Orlen, M.S.W. Adjunct Assistant Professor

Kathleen M. Reardon, M.S.W., L.I.C.S.W. Adjunct Assistant Professor
Clifford G. Robinson, M.S.W. Adjunct Assistant Professor
Doris M. Rodman, M.S.W. Adjunct Assistant Professor
Fernando Rodriguez-Villa, M.D. Adjunct Assistant Professor
Leonora S. Rosen, M.S.W. Adjunct Assistant Professor
Paul L. Russell, M.D. Adjunct Professor
Marie E. Segerstein, M.S.W. Adjunct Assistant Professor
Phebe Sessions, M.S.W. Adjunct Assistant Professor
Nina M. Silverstein, Ph.D. Adjunct Assistant Professor
Victoria Ramirez de Smith, M.S.W. Adjunct Assistant Professor
Walter Stern, M.S.W., Ph.D. Adjunct Assistant Professor
Winston M. Turner, M.A., Ph.D. Adjunct Assistant Professor
Suzanne E. White, M.S.W. Adjunct Assistant Professor
Donald S. Zall, M.S.W., L.I.C.S.W. Adjunct Assistant Professor

Staff

Edith S. Tepper, B.A., M.A.L.S. Assistant to the Dean
Elizabeth Boylan Sullivan, B.A. Coordinator for Admissions and Financial Aid
Helen O'Neill Faculty Secretary
Kathleen Sullivan, B.A., M.Ed. Faculty Secretary
Anne Ahern, B.A. Faculty Secretary
George Blackburn, M.A. Receptionist

Library Staff

Marilyn Smith Bregoli, M.S. Librarian
Kristen Lieberman, B.A. Assistant Librarian/Technical Services
Russell Miller, B.A. Assistant Librarian/Public Services

The Corporation

Elisabeth McArthur Shepard, B.S., Boston
Franklin K. Hoyt, LL.B., Wellesley
Allan R. Finlay, B.A., Lincoln
Mildred Custin, B.S., L.H.D., Palm Beach, FL
Joan Melber Warburg, B.S., Greenwich, CT
Colman M. Mockler, Jr., M.B.A., Wayland, Chairman
Kathryn Wilson Moore, B.S., Cleveland, OH
James M. Fitzgibbons, B.A., Brookline
William J. Holmes, Jr., Ph.D., D.Litt., Brookline, President
Bruce Harriman, M.B.A., Marblehead
Herbert E. Tucker, Jr., LL.B., Martha's Vineyard, Clerk
Anne Lincoln Bryant, Ed.D., Winnetka, IL
Nancy Cahners, B.A., Brookline
Charles S. Boit, M.B.A., Jamaica Plain
Alfred L. Donovan, B.A., Brookline
Ernest Ejner Monrad, LL.B., Weston
Linda Kotzen Paresky, M.A.T., Weston
William W. Windle, Brookline
Barbara Hildreth Parkhurst, B.A., Westford
C. Vincent Vappi, B.S., Milton
Sarah Molloy Crane, B.S., Brooklyn, NY
Jane Avery, J.D., Richmond, VA
Charlotte Wills Brooks, M.B.A., Fort Worth, TX
Kathleen Foley Feldstein, Ph.D., Belmont
Harold T. Miller, M.Ed., Lincoln

Rosamond Lamb, D.F.A. Emeritus
Arthur Perry, B.A. Emeritus

Emeriti

Diana Ballin Abbott, M.A., M.P.H. Associate Professor of Nutrition, Emeritus
Richmond Knowlton Bachelder, B.B.A. Treasurer, Emeritus
Woodrow Wilson Baldwin, Ed.D. Professor of Management, Emeritus
Louise Silbert Bandler, M.S.W. Professor of Social Work, Emeritus
Bancroft Beatley, Ed.D., Litt.D., LL.D., L.H.D. President, Emeritus
Mae L. Beck, Ph.D. Associate Professor of Chemistry, Emeritus
Raymond Francis Bosworth, M.A. Professor of English, Emeritus
Phyllis Brauner, Ph.D. Professor of Chemistry, Emeritus
Richard Bruce Carpenter, Ph.D. Professor of Art History, Emeritus
Burton Abercrombie Cleaves, M. Mus. Professor of Music, Emeritus
Eleanor Clifton, M.A. Dean, Emeritus
Mildred Lauder Coombs, M.A. Associate Professor of Biology, Emeritus
Isabella Kellock Coulter, M.A. Professor of Advertising, Emeritus
Stephen Russell Deane, Ph.D. Professor of Psychology, Emeritus
Eula Gertrude Ferguson, B.A., B.S. Associate Professor of Secretarial Studies, Emeritus
Lucy Ellis Fisher, M.S. Professor of Foods, Emeritus
Anne Soloveichik Gerber, M.A., M.S.W. Professor of Social Work, Emeritus
Edith Fishtine Helman, Ph.D., Litt.D. Professor of Spanish, Emeritus
Alice M. Hosack, B.S., M.A., D.Sc. Professor of Nursing, Emeritus
Mary Ramon Kinney, M.S. Associate Professor of Library Science, Emeritus
Manfred Klein, Ph.D. Professor of German, Emeritus
Elizabeth C. Lemon, Dip. S.W. Professor of Social Work, Emeritus

Ruth Shaw Leonard, M.S. Associate Professor of Library Science, Emeritus
Ann E. Lord, M.S. Professor of Nursing, Emeritus
James M. McCracken, Jr., M.S.W. Professor of Social Work, Emeritus
Helen McLaughlin, M.S. Associate Professor of Nursing, Emeritus
Carroll French Miles, Ph.D. Professor of Government, Emeritus
Margaret Bonney Milliken, M.A. Associate Professor of English, Emeritus
Jennie Mohr, Ph.D., M.S.S. Professor of Social Economy, Emeritus
James L. V. Newman, M.A. Professor of French, Emeritus
Paul Raymond Nichols, Ph.D. Professor of Economics, Emeritus
George W. Nitchie, Ph.D. Professor of English, Emeritus
Georgia T. Noble, B.S., M.Ed. Professor of Education, Emeritus
William Edgar Park, B.D., D.D., M.S., L.H.D., LL.D. President, Emeritus
Alden W. Poole, B.S. Professor of Journalism, Emeritus
Margaret Louise Ross, Ph.D. Professor of Nutrition, Emeritus
Margaret Rowe, M.Ed. Associate Professor of Physical Education, Emeritus
Robert F. Rutherford, M.Ed., M.S., D.S.S. Professor of Social Work, Emeritus
M. Don Sargent, M.A. Treasurer, Emeritus
Meyer Schwartz, M.S.S.A. Professor of Social Work, Emeritus
Kenneth Raymond Shaffer, B.S. in L.S., D.L.S. Professor of Library Science, Emeritus
Maida Hermon Solomon, B.A., B.S. Professor of Social Economy, Emeritus
Jessie Stuart, M.A. Professor of Retailing, Emeritus
Wylie Sypher, Ph.D., Litt.D., L.H.D. Professor of English, Emeritus
Athena R. Theodore, Ph.D. Professor of Sociology, Emeritus

Roy Tollefson, Ph.D. Professor of Government, Emeritus
Everett Leroy Tuttle, B.S., M.S., Ph.D. Associate Professor of Biology, Emeritus
Robert C. Vernon, B.S., M.A., Ph.D. Professor of Physics, Emeritus
Luella D. Wadsworth, B.S. Assistant Professor of Chemistry, Emeritus
Martha Gorovitz Waldstein, M.S.S. Associate Professor of Social Economy, Emeritus
Ethel Walsh, B.A., M.S. Professor of Social Work, Emeritus
Elizabeth Weiant, B.S., M.A., M.S., D.Ed. Associate Professor of Biology, Emeritus
Joel S. Weinberg, D.Ed. Professor of Education, Emeritus
Dorothy F. Williams, M.S., D. Journ. Professor of Publishing, Emeritus

Administrative Offices

Admissions

Lynette Robinson-Weening, M.S. Director
Margaret Rose, B.A. Director, Alumnae/Admissions Program
Ann McDermott, B.A. Associate Director
Marcia Holford, M.S. Assistant Director
Penny Paradee, B.A. Assistant Director
Jennifer Coulter, B.A. Admissions Counselor
Alicia Montecalvo, B.A. Staff Assistant
Emily Micolonghi, B.A. Assistant to the Director
Jane Fidler *Secretary to the Director*
Ruth Levitsky, B.A. Word Processor
Anabela Afonso *Secretary*
Crissilla Parris *Secretary*

Afro-American Cultural Affairs

Floyd Barbour, B.A. Director

Afro-American Studies

Robert Gooding-Williams, Ph.D. Coordinator

Alumnae Affairs

Mary Jane Doherty, B.S. Director
Margo Steiner, B.A. Associate Director
Susan Peecher, B.S. Assistant to the Director for Special Events
Lisa Guarneri, B.A. Assistant to the Director for Classes
Douglas Raymond *Data Entry Clerk*
Denise Theriault *Secretary/Staff Assistant*

Business Manager

Walter Steere, M.Ed. Business Manager
Kathleen Peroni, B.A. Associate Business Manager
Katie Tyler, A.A.S. Administrative Assistant

Rita Beal *Secretary*

Anna Wagner *Mail/Switchboard Supervisor*
Jean Bean *Mail/Switchboard Assistant*
Carol Stewart *Supervisor of Operations*
John Conti, A.S. *Director of Security*
Merton Chute *Manager of Maintenance*
Edward Wencis *Assistant Plant Superintendent, Garland Center*
Stanley A. Holmy, B.S. *Copy Center Supervisor*

Career Planning and Counseling Center

Jonathan Ehrenworth, Ph.D. *Director*
Louise Christian, Ed.D. *Associate Director*
Lourdes Rodriguez-Nogues, Ed.D.
Psychologist
Adele Ash *Administrative Assistant*

Career Services and Placement

Joann Carroll, B.A. *Director*
Sarah Butler, M.A. *Assistant Director*
Janet Harrington, M.A. *Assistant Director*
Madeline Fine, B.A. *Recruiting Coordinator*
Linda Higgins, B.A. *Secretary*

Continuing Education

Carol Pooler, B.S. *Director*
Louise Comeau, Ed.D. *Director of Special Programs*
Isabelle Pound, M.Ed. *Counselor; Coordinator of John Hancock Program*
Hope Pobst, B.A. *Secretary*
Irene Chaput *Secretary*
Cynthia Patterson, A.A.S. *Secretary/Receptionist*

Dean of the College

Charlotte Morocco, M.Ed. *Dean*
Carolyn Holland, M.Ed. *Associate Dean*

Elizabeth Rawlins, M.S. Associate Dean
Susan Scheinfeldt Jordan, B.A. Assistant to the Deans
Leila Little Secretary
Beven VanScoy, A.A.S. Secretary

Development

Mary K. Eliot, B.A. Director
Mary Canavan, B.S. Associate Director/Planned Giving
Cynthia Hallowell, M.Ed. Associate Director/Campaign Major Gifts
Cordelia Foell, B.A. Assistant Director/Foundation/Corporation Support
Ellen Bachmeyer, M.S.W. Assistant Director/Annual Funds
Sandra Beckwith, B.A. Administrative Assistant
Thelma Marcus, B.S. Administrative Assistant
Debra Coleman, M.A. Researcher
Helen Hoving, B.A. Staff Associate
Dianne Richardson Records Coordinator

Health Center

Diane Morrissey, R.N. Coordinator of Patient Services
Susan Ulin, R.N. Director of Nurses
Deborah Vega, R.N. Gynecological Nurse Practitioner
Wendy Hirsh, M.D. Staff Physician
Joan Salie, R.N. Staff Nurse
Marybeth Davis, R.N. Part-time Coordinator of Patient Services
Mary Embry, R.N. Staff Nurse
Denise O'Connor, R.N. Staff Nurse
Bernadette Drum, B.S. Staff Nurse
Joan Sullivan Receptionist
Irene Anderson, R.N. Night Nurse/Secretary

Humanities and Summer School

Charles Mackey, Ph.D. Dean
Jean Welch, B.A. Administrative Assistant; Coordinator of Summer School
Rachel Squires Secretary

Library

Artemis Kirk, M.S. Director
Martha Davidson, M.S. Assistant Director for Technical Services
Megan Sniffin-Marinoff, M.A. College Archivist
Daphne Harrington, M.L.S. Head of Public Services
Margaret Shue, M.L.S. Career Resource Center Librarian
Ilze Olmsted, M.S.L.S. Collection Development Librarian
Marilyn Bregoli, M.S. School of Social Work Librarian
Cheryl Brigante, M.S. Cataloging Librarian
Linda Watkins, M.Ed. Library Science Librarian
Kristen Liberman, B.A. School of Social Work Assistant Librarian
David Shapiro, M.Ed. Coordinator of Media Services
Frances Anne Casson, M.Ed. Media Services Intern Librarian for Graduate School of Management and School of Social Work Libraries
Gail S. Baker, M.Ed. Media Production Specialist
Tracey Leger-Hornby, M.L.S. Microcomputer Library Coordinator
Jane Nash, B.A. Graduate School of Management Librarian
Susan Schweitzer, M.S. Reference and Instruction Librarian
Denise Engelhardt, B.A. Public Services Intern Librarian
Ricky Lawson, B.A. Public Services Intern Librarian
Brenda Favreau, B.A. Media Intern Librarian
Moonyean Carlton, B.A. Technical Services Intern Librarian

Mara Cary, B.A. *Library Science Intern Librarian*
Elizabeth Donnelly, B.A. *Periodicals Librarian*
Jane Dougall, B.A. *Graduate School of Management Intern Librarian*
Russell Miller, B.A. *School of Social Work Intern Librarian*
Ann F. Poulos, B.A. *Media Operations Intern Librarian*
Marianne Uttam, M.Ed. *Public Services Intern Librarian*
Todd Hollister, B.A. *Public Services Intern Librarian*
Erasmia Calivas *Secretary*

President

William J. Holmes, Ph.D. *President*
Priscilla L. McKee *Administrative Vice President and Assistant to the President*
Julia Taylor Luby, B.S. *Administrative Assistant*
Catherine Black, B.S. *Secretary*

Public Information

Margaret Loeb, B.S. *Director and Editor of Simmons Review*
Elizabeth DeWeese, B.A. *Associate Director*
Billie Jean Potter, M.A. *Assistant Editor of Publications*
Mary Tiernan, B.A. *Public Information Assistant*

Registrar

Sherwood Barrow, B.S. *Registrar*
Donna Haak, M.S. *Associate Registrar*
Jean Harper, B.A. *Assistant Registrar*
Aluoch Ooro *Records Coordinator*
Joan Lieberman, B.A. *Secretary*

Residence Halls

Mary Malloy, M.Ed. *Director of Residence*
Margaret Scholl *Secretary*

Robert Rodecker, M.Ed. *Associate Director of Residence*
Deborah Curran, B.S. *Assistant Director of Residence and Head Resident, Evans Hall*
Elizabeth Hogan, B.A. *Head Resident, Arnold Hall*
Karen Stiles, M.N. *Head Resident, Dix Hall*
Colleen Berry, B.A. *Head Resident, Mesick Hall*
Ellen Shea, B.A. *Head Resident, Morse Hall*
Colleen Heffernan, R.N., B.S.N. *Head Resident, North Hall*
Maryli Tiemann, B.A. *Head Resident, Simmons Hall*
Victoria Parker-Estey, B.A. *Head Resident, Smith Hall*
June Fletcher-Hill, M.Div. *Head Resident, South Hall*

Residence Hall — Plant

Joseph Galanek *Executive Housekeeper*
John Doiron *Grounds Supervisor*
Diane Belski *Secretary*

Sciences

Anne Coghlan, Ph.D. *Dean*
Helen Ularich, B.A. *Administrative Assistant*
Barbara Chamberlin, B.A. *Secretary*
Brian Bowlby *Equipment Supervisor, Science Area*

Simmons College Computer Facility

Gordon Van Brunt, M.B.A. *Director*
Elena W. Lander, M.B.A. *Associate Director*
Mary Helen Kuhns, M.S. *Assistant Director*
George Chapin *Supervisor/Operations*
Mary Fader *Computer Operator*
Herb Levine, B.A. *Senior Programmer/Analyst*
Karen Gustafson *Senior Programmer/Analyst*

Nunzio Dibenedetto Computer Operator

Jeanne Clifford Technical Secretary/ Receptionist

Social Sciences and Graduate Studies

John Robinson, D.Ed. Dean

Diane Armstrong, B.A. Administrative Assistant

Adrienne O'Halloran Secretary

Sponsored Programs

Janice Stanwood, M.A. Director of Grants and Sponsored Programs

Patricia Gallagher Secretary

Student Activities Center

Teresa Delahunty, M.Ed. Director

Marita Rosen, B.A. Program Coordinator

Student Financial Aid

Lisa Mayer, M.Ed. Director

Elizabeth Wright, B.A. Associate Director

Linda Moffat, B.A. Assistant Director

Susan Schleicher Administrative Assistant

Beth Mattson, B.A. Fiscal Recorder

Joyce Cheatham Secretary

Supportive Instructional Services

Helen Moore, Ph.D. Director

Thomas Hurley, M.A. Associate Director

Josephine Shaddock, M.Ed. Secretary

Treasurer

Michael West, M.B.A. Treasurer

Patricia Fallon, M.S. Assistant

Treasurer/Comptroller

Diane Hallisey, B.A. Assistant Comptroller

Kathryn Maloney Payroll Supervisor

Donna O'Connor, A.A.S. Accounts

Payable Supervisor

Lucille Oliver, B.A. Work-Study Payroll Assistant

Linda Moulton, B.A. Senior Accountant

Gail Mello Administrative Assistant to the Treasurer and Assistant Treasurer

Janice Robinson, B.S. Senior Accountant

Kevin O'Connell, B.A. Payroll Assistant

Linda Macchi, B.S. Head Cashier

Eileen Hegarty Accounts Receivable Assistant

Karen Bruce Accounts Receivable Assistant

Karen Esser Administrative Assistant

Kathy Haley, B.A. Student Accounts Supervisor

Voting Members of the College Faculty, 1987-88

David Anderson, *Warburg Professor of International Relations*

B.A., Union College, 1958; M.A., Fletcher School of Law and Diplomacy, Tufts University, 1959.

Floyd Barbour, *Associate Professor of English and Director of Afro-American Cultural Affairs*

B.A., Bowdoin College, 1960.

Sherwood Barrow, *Registrar*

B.A., Grinnell College, 1950.

Donald Basch, *Associate Professor of Economics*

B.A., Trinity College, 1968; M.A., 1972, M. Phil., 1973, Ph.D., 1977, Yale University.

Bradley Bateman, *Assistant Professor of Economics*

B.A., Alma College, 1979; M.A., 1983, Ph.D., 1984, University of Kentucky.

Kirk Beattie, *Assistant Professor of Political Science*

B.A., Kalamazoo College, 1973; M.A., 1977, Ph.D., 1985, University of Michigan.

Donna Beers, *Associate Professor of Mathematics*

B.A., 1970, M.S., 1971, Ph.D., 1976, University of Connecticut.

Jerry Bell, *Professor of Chemistry*

B.A., 1958, Ph.D., 1962, Harvard University.

Lynda Beltz, *Professor of Communications*

B.A., 1962, M.A., 1963, Ph.D., 1968, Indiana University.

Bonita Betters-Reed, *Assistant Professor of Management*

B.A., State University of New York, Potsdam, 1973; M.A., Bowling Green State University, 1974; Ph.D., Boston College, 1983.

Katherine Bevacqua, *Associate Professor of Consumer Resource Management*

B.S., 1956, M.S., 1958, Pennsylvania State University; M.Ed., Boston University, 1968.

Susan Bloom, *Assistant Professor of Education*

B.S., 1960, M.A., 1981, Simmons College.

Theresa Bonanno, *Assistant Professor of Graduate Nursing*

B.A., Emmanuel College, 1971; B.S.N., 1974, M.S.N., 1980, Columbia University

Peter Bowers, *Professor of Chemistry*

B.A., Cambridge, 1961; Ph.D., University of British Columbia, 1964.

Pamela Bromberg, *Associate Professor of English*

B.A., Wellesley College, 1968; Ph.D., Yale University, 1973.

David Browder, *Associate Professor of Mathematics*

B.A., Amherst College, 1966; M.A., 1968, Ph.D., 1971, University of Oregon.

Michael Brown, *Associate Professor of Mathematics*

B.A., Columbia University, 1969; Ph.D., Harvard University, 1974.

Sheila Brown, *Director of Athletics*

B.A., St. Olaf's College, 1968; M.S., University of Colorado, 1973.

Maria Bueche, *Associate Professor of Nursing*

B.S., Simmons College, 1962; M.S., Boston University, 1964.

Joann Carroll, *Director of Career Services and Placement*

B.A., Smith College, 1948.

Teresa Carterette, *Professor of Psychology*

B.A., University of Chicago, 1947; M.A., 1957, Ph.D., 1960, Indiana University.

Peter W. Castle, *Associate Professor of Psychology*

B.A., Harvard College, 1955; Ph.D., Brandeis University, 1970.

Dana Chandler, Associate Professor of Art
B.S., Massachusetts College of Art, 1967.

Louise Christian, Associate Director of Career Planning and Counseling Center
B.A., Smith College, 1959; M.Ed., 1974, D.Ed., 1977, Boston University.

Jane Clutterbuck, Associate Professor of Nursing
B.S., Boston University, 1965; M.S., Boston College, 1972.

Anne Coghlan, Dean of Sciences and Professor of Biology
B.S., Simmons College, 1948; M.Ed., Boston University, 1953; M.S., University of Vermont, 1957; Ph.D., University of Rhode Island, 1965.

Louise G. Cohen, Associate Professor of Spanish

B.S., Simmons College, 1963; M.A., 1964, Ph.D., 1969, Harvard University.

Louise H. Comeau, Director of Special Programs

B.A., Simmons College, 1969; Ed.D., Boston University, 1977.

James Corcoran, Assistant Professor of Communications

B.A., University of North Dakota, 1980; M.P.A., Harvard University, 1986.

Richard Cormier, Instructor in Mathematics

B.S., University of Massachusetts, 1969; M.A.T., Bridgewater State College, 1975.

Diane Coulopoulos, Professor of Psychology

B.A., University of Connecticut, 1960; M.S., 1962, Ph.D., 1970, Tufts University.

Laurie Crumpacker, Associate Professor of History

B.S., Simmons College, 1963; M.A., Harvard University, 1965; Ph.D., Boston University, 1978.

Mary Jane Doherty, Director of Alumnae Affairs

B.S., Simmons College, 1951.

Constantine Dokos, Assistant Professor of Physics

B.S., University of Houston, 1973; Ph.D., Harvard University, 1981.

Kathleen Dunn, Professor of Education
B.A., Smith College, 1960; M.A., Radcliffe College, 1961; Ed.D., University of Massachusetts, Amherst, 1975.

David Echevarria, Instructor in Management

B.A., Chapman College, 1972; M.B.A., University of West Florida, 1977.

Jonathan Ehrenworth, Director of the Career Planning and Counseling Center
B.A., Carleton College, 1954; Ph.D., Boston University, 1960.

Mary K. Eliot, Director of Development

B.A., University of Maine, Orono, 1973.

Ronnie Elwell, Assistant Professor of Health Care Administration

B.A., 1972, M.A., 1975, Ph.D., 1984, American University.

Patricia C. Fallon, Assistant Treasurer and Comptroller

B.A., Stonehill College, 1974; M.S., Northeastern University, 1976.

Alicia Faxon, Associate Professor of Art
B.A., Vassar College, 1952; M.A., Radcliffe College, 1953; M.A., 1971, Ph.D., 1979, Boston University.

Deborah Fraioli, Assistant Professor of French

B.A., Cornell University, 1965; M.A., 1972, Ph.D., 1981, Syracuse University.

Carol Frazier, Professor of Nursing

B.S., Simmons College, 1961; M.Ed., Xavier University, 1964; Ph.D., University of Cincinnati, 1984.

Ann Galligan, Associate Professor of Nursing

B.S., Boston College, 1967; M.S., Boston University, 1970; Ed.D., Teachers College, Columbia University, 1981.

Jane Gardner, Associate Professor of Nursing
B.S., 1970, M.S., 1972, Boston College; M.S.P.H., 1978, D.Sc., 1980, Harvard University

Barbara F. Gentile, Associate Professor of Psychology
B.A., University of Rochester, 1964; Ph.D., Cornell University, 1972.

Nancy Gilson, Instructor in Political Science
B.A., University of California, Berkeley, 1977; M.A., New York University, 1979.

Penelope M. Glynn, Assistant Professor of Graduate Nursing
B.S.N., 1973, M.S., 1974, Boston University.

Velda Goldberg, Assistant Professor of Physics
B.A., State University of New York, Potsdam, 1970; M.S., 1976, Ph.D., 1979, Boston College.

Robert N. Goldman, Professor of Mathematics
B.S., London School of Economics, 1967; M.A., 1968, Ph.D., 1973, Harvard University.

Shelley Goodgold-Edwards, Assistant Professor of Physical Therapy
B.S., New York University, 1971; M.S., Boston University, 1978.

Robert Gooding-Williams, Assistant Professor of Philosophy and Coordinator of Afro-American Studies
B.A., 1975, Ph.D., 1982, Yale University.

Angelynn Grant, Assistant Professor of Communications
B.A., Harvard University, 1977; M.A., Brown University, 1982; M.F.A., Yale University, 1984.

Lillian Grayson, Associate Professor of Psychology
B.A., University of Minnesota, 1963; Ph.D., Boston University, 1969.

Hrach Gregorian, Assistant Professor of Political Science
B.A., Boston University, 1972; M.A., 1975, Ph.D., 1980, Brandeis University.

Robert Gronquist, Professor of Music
B.A., University of Illinois, 1960; M.A., University of California, 1964.

David Gullette, Professor of English
B.A., Harvard College, 1962; Ph.D., University of North Carolina, 1968.

Helen Guttentag, Assistant Professor of Education
B.A., Wellesley College, 1962; M.Ed., Harvard University, 1963.

Elaine C. Hagopian, Professor of Sociology
B.A., 1954, M.A., 1956, Ph.D., 1962, Boston University.

Henry Halko, Professor of History
B.A., Clark University, 1948; M.A., 1949, Ph.D., 1957, Brown University.

Bard R. Hamlen, Clinical Associate Professor of Education
B.A., Radcliffe College, 1960; M.A.T., Harvard University, 1961; Ed.D., University of Massachusetts, 1982

Doris Hanna, Assistant Professor of Nursing
B.S.N., University of Pennsylvania, 1968; M.S.N., Boston University, 1971.

Iclal S. Hartman, Professor of Chemistry
B.A., 1950, M.A., 1951, Mount Holyoke College; Ph.D., University of Florida, 1963.

Nancie H. Herbold, Associate Professor of Nutrition
B.S., University of Rhode Island, 1967; M.S., 1974, Ed.D., 1985, Boston University.

Ann P. Hobson, Assistant Professor of Graduate Nursing
B.A., Boston University, 1969; B.S., Salem State College, 1981; M.S., Simmons College, 1983.

Carolyn Holland, Associate Dean of the College
B.S., Rhode Island College, 1969; M.Ed., University of Virginia, 1972.

Donna Hollenberg, Instructor in Writing

B.A., University of Manitoba, 1964; M.A., Boston University, 1968; Ph.D., Tufts University, 1986.

William J. Holmes, President and Professor of English

B.A., 1951, Ph.D., 1962, State University of Iowa; D. Litt., Northeastern University, 1981.

Elizabeth Howard, Assistant Professor of Nursing

B.S.N., University of Massachusetts, 1977; M.S., 1979, Ph.D., 1986, Boston College.

Agnes M. Huber, Professor of Nutrition

B.S., St. Hugh's College, Oxford University, 1956; Ph.D., Harvard University, 1963.

Barbara Huff, Assistant Professor of Management

B.B.A., 1974, M.B.A., 1980, University of Georgia.

John C. Hunter, Professor of History

B.A., Harvard College, 1947; M.A., University of Missouri, 1954; M.A., 1949, Ph.D., 1959, Harvard University.

Louis Irwin, Professor of Biology

B.A., Texas Technical University, 1965; Ph.D., University of Kansas, 1969.

Reginald Jackson, Professor of Photo-communications

B.F.A., M.F.A., 1970, Yale University; M.S.W., State University of New York, Stony Brook, 1976; Ph.D., Union for Experimenting Colleges and Universities, 1980.

Diane U. Jette, Assistant Professor of Physical Therapy

B.S., Simmons College, 1972; M.S., Boston University, 1984.

Susan Keane, Associate Professor of French

B.A., Manhattanville College, 1958; M.A., 1960, Ph.D., 1967, Harvard University.

Evangelos Kechris, Assistant Professor of Management

B.A., Graduate Industrial School of Thessaloniki, Greece, 1975; M.B.A., University of Bridgeport, 1978; Ph.D., University of Massachusetts, Amherst, 1987.

Mary Ellen Kiddle, Assistant Professor of Spanish

B.A., University of Wisconsin, 1961; M.A., Middlebury College, 1962; Ph.D., Brown University, 1984.

Artemis Kirk, Director of the Libraries and Lecturer on Library and Information Science

B.A., Vassar College, 1968; M.A., Harvard University, 1971; M.S., Simmons College, 1975.

Ann Kittler, Assistant Professor of Nursing

B.S.N., D'Youville College, 1962; M.S.N., Boston University, 1964.

E. Thomas Kuh, Instructor in Economics

B.A., Hampshire College, 1977; M.A., University of Massachusetts, 1981.

Lawrence L. Langer, Professor of English and Holder of the Alumnae Chair

B.A., City College of New York, 1951; M.A., 1952, Ph.D., 1961, Harvard University.

Leslie Lawrence, Instructor in Writing

B.A., Oberlin College, 1972; M.A.T., Brown University, 1973; M.F.A., Goddard College, 1978.

Charles L'Homme, Professor of English

B.A., 1948, M.A., 1950, Tufts University; Ph.D., Columbia University, 1965.

Jeanne Liedtka, Instructor in Management

B.S., Boston University, 1976; M.B.A., Harvard University, 1981.

Margaret Loeb, Director of Public Information

B.S., Simmons College, 1962.

Stephen London, Professor of Sociology

B.A., Bowdoin College, 1964; Ph.D., University of Chicago, 1968.

Richard B. Lyman, Jr., Professor of History

B.A., Bowdoin College, 1957; M.A., 1960, Ph.D., 1974, Harvard University.

Judith McDonagh, Assistant Professor of Nursing

B.S.N., 1966, M.S.N., 1969, Boston University

Priscilla L. McKee, Administrative Vice President and Assistant to the President.

Don McKeen, Professor of French

B.A., University of Maine, 1952; M.A., 1957, Ph.D., 1967, Harvard University.

Eileen McNeely, Assistant Professor of Graduate Nursing

B.S., Mount Saint Mary College, 1979; M.S., University of Connecticut, 1981.

Charles Mackey, Dean of Humanities and Professor of French

B.A., Occidental College, 1955; Ph.D., Yale University, 1965.

Marlyn Mackey, Assistant Professor of Management

B.A., Lake Erie College, 1958; M.A., Case Western Reserve University, 1959; M.B.A., Babson College, 1975; M.S., Bentley College, 1982.

Mary Malloy, Director of Residence

B.A., College of the Holy Cross, 1978; M.Ed., University of Vermont, 1980.

Helen Mamikonian, Associate Professor of Russian and French

B.A., Hunter College, 1957; M.A., Middlebury College, 1962.

William Manly, Associate Professor of English

B.A., Amherst College, 1956; M.A., Columbia University, 1957.

Marion Mason, Ruby Winslow Linn Professor of Nutrition

B.S., Miami University, 1955; M.S., Ohio State University, 1959; Ph.D., Cornell University, 1969.

Lisa Mayer, Director of Student Financial Aid

B.A., William Smith College, 1974.

Margaret S. Menzin, Professor of Mathematics

B.A., Swarthmore College, 1963; M.A., 1967, Ph.D., 1970, Brandeis University.

Cathryn Mercier, Instructor in Education

B.A., Mt. Holyoke, 1981; M.A., Simmons College, 1984.

Deborah N. Miner, Associate Professor of Political Science

B.A., Colby College, 1968; Ph.D., Columbia University, 1976.

Lucia F. Miree, Assistant Professor of Management

B.A., Auburn University, 1971; M.S., 1974, Ph.D., 1981, Florida State University.

Helen B. Moore, Director of Supportive Instructional Services and Lecturer in Psychology

B.A., 1958, M.S., 1961, University of Pennsylvania; Ph.D., Boston College, 1977.

Lynda L. Moore, Assistant Professor of Management

B.A., Hollins College, 1970; M.Ed., Antioch Graduate School, 1975; Ed.D., University of Massachusetts, 1983.

Phyllis S. Moore, Professor of Nursing
B.S.N., University of Michigan, 1959; M.S.N., 1963, D.H.Sc., 1969, Boston University.

Charlotte M. Morocco, Dean of the College

B.S., Shippensburg State College, 1963; M.Ed., Ohio University, 1966.

Richard Nickerson, Professor of Biology
B.S., State University of New York, Oneonta, 1963; M.S., 1968, Ph.D., 1972, Syracuse University.

Judith O'Brien, Assistant Professor of Retailing

B.S., Suffolk University, 1978; M.B.A., Babson College, 1980.

Carol Ochs, Professor of Philosophy

B.A., City College of New York, 1960; Ph.D., Brandeis University, 1968.

Doris Olmstead, Associate Professor of Physical Education

B.S., Tufts University, 1955; M.Ed., Boston University, 1962.

Robert Oppenheim, Professor of Art

B.F.A., Rhode Island School of Design, 1965; M.F.A., Michigan State University, 1968.

Mary Owens, Assistant Professor of Physical Therapy

B.S., University of Connecticut, 1965; M.S., Boston University, 1983.

M. Lynn Palmer, Associate Professor of Physical Therapy

B.S., University of Florida, 1963; Ph.D., University of Oklahoma, 1972.

Leo Parente, Professor of Management

B.S., 1950, B.A., 1950, Boston College; M.A., Tufts University, 1951;

Ph.D., University of Connecticut, 1962.

Ynhui Park, Professor of Philosophy

B.A., 1955, M.A., 1957, Seoul National University; Doctorat de l'université, Sorbonne, 1964; Ph.D., University of Southern California, 1970.

Lowry Pei, Assistant Professor of English

B.A., Harvard College, 1967; M.A., 1969, Ph.D., 1975, Stanford University.

David Perry, Professor of English

B.A., 1951, M.A., 1952, Columbia University; Ph.D., Princeton University, 1961.

J. Douglas Perry, Associate Professor of English

B.A., Yale College, 1961; M.A., 1963, Ph.D., 1968, Temple University.

Raquel Halty Pfaff, Associate Professor of Spanish

B.A., Chatham College, 1966; M.A., 1971, Ph.D., 1976, Harvard University.

James U. Piper, Professor of Chemistry

B.S., Massachusetts Institute of Technology, 1959; M.S., 1961, Ph.D., 1963, Emory University.

Joel B. Piperberg, Assistant Professor of Biology

B.A., 1972, Ph.D., 1977, University of Pennsylvania.

Caroline H. Pooler, Director of Continuing Education

B.S., Simmons College, 1953.

Edward Prenowitz, Professor of Physics

B.A., Swarthmore College, 1953; M.A., Harvard University, 1955.

Elizabeth M. Rawlins, Associate Professor of Education and Associate Dean of the College

B.S., Salem State College, 1950; M.S., Simmons College, 1967.

Diane Raymond, Associate Professor of Philosophy

B.A., Vassar College, 1971; M.A., 1973, Ph.D., 1975, New York University.

John S. Robinson, Dean of Social Sciences and Graduate Studies and Professor of Education

B.A., Brown University, 1956; M.A.T., 1957, D.Ed., 1971, Harvard University.

Lynette Robinson-Weening, Director of Admissions

B.A., Earlham College, 1968; M.S., University of Pennsylvania, 1970.

Judith Rollins, Assistant Professor of Sociology

B.A., 1970, M.A., 1972, Howard University; Ph.D., Brandeis University, 1983.

Barbara A. Sawtelle, Associate Professor of Economics

B.A., University of New Hampshire, 1966; Ph.D., Massachusetts Institute of Technology, 1976.

Lois E. Schoppee, Associate Professor of Nursing

B.A., Bates College, 1958; M.S., University of Pennsylvania, 1961.

Milton Shuch, Professor of Retailing

B.S., 1951, M.A., 1968, Ph.D., 1975, New York University.

Rachel Skvirsky, Assistant Professor of Biology

B.A., Oberlin College, 1974; M.A., 1977, Ph.D., 1982, Harvard University.

Deborah Smiley, Associate Professor of Communications

B.A., Colby College, 1970; M.F.A., Yale University, 1978.

Lydia Smith, Professor of Education

B.A., Radcliffe College, 1951; M.Ed., 1955, D.Ed., 1960, Harvard University.

Mark Solomon, Professor of History
B.A., Wayne State University, 1962;
M.A., University of Michigan, 1963;
Ph.D., Harvard University, 1972.

Leonard J. Soltzberg, Hazel Dick Leonard Chair Professor of Chemistry
B.S., University of Delaware, 1965;
M.A., 1967, Ph.D., 1969, Brandeis University.

Maria P. Staulo, Instructor in Spanish
Bachillerato, Instituto Nacional de Cordoba, Spain, 1948; Licenciatura, University of Seville, Spain, 1956.

Walter E. Steere, Jr., Business Manager
B.Ed., 1954, M.Ed., 1955, Keene State College.

Richard C. Sterne, Professor of English
B.A., Columbia University, 1947;
Ph.D., Harvard University, 1957.

Katherine Stygall, Assistant Professor of Chemistry
B.Sc., 1976, Ph.D., 1979, University College, University of London.

Karen Talantino, Associate Professor of Biology
B.A., University of California, 1972;
Ph.D., University of Nevada, Reno, 1977.

Melissa Tassinari, Assistant Professor of Biology
B.A., Mount Holyoke College, 1975;
Ph.D., Medical College of Wisconsin, 1978.

Donald W. Thomas, Professor of Psychology
B.A., 1958, M.A., 1964, University of California; Ph.D., Tufts University, 1966.

Harriet G. Tolpin, Associate Professor of Economics
B.A., Wellesley College, 1967; Ph.D., Boston College, 1973.

Janice E. Toms, Associate Professor of Physical Therapy
B.S., University of Minnesota, 1958;
Certificate in Physical Therapy, Mayo Clinic School of Physical Therapy, 1961; M.Ed., Prairie View University, 1973.

Mary Jane Treacy, Associate Professor of Spanish

B.A., Emmanuel College, 1969; Ph.D., Boston University, 1978.

Alice Van Deusen, Clinical Associate Professor of Education
B.A., Wilson College, 1971; M.Ed., Boston University, 1972.

Thomas Wallace, Professor of Art
B.A., 1948, M.A., 1962, Brown University; B.F.A., Rhode Island School of Design, 1954.

Janie Ward, Assistant Professor of Education
B.F.A., New York University, 1976;
Ed.M., 1981, Ed.D., 1986, Harvard University.

Bruce Warren, Professor of Management

B.A., 1968, B.S., 1968, Bryant College; M.B.A., Clark University, 1970; J.D., Suffolk University, 1976.

Michael D. West, Treasurer

B.S., 1975; M.B.A., 1985, Bentley College.

Robert F. White, Associate Professor of Communications

B.A., College of the Holy Cross, 1967;
M.S., Boston University, 1969.

N. Sandra Williams, Professor of Biology

B.A., 1962, M.Ed., 1962, M.A., 1967,
Ph.D., 1970, Boston University.

Judith Wittenberg, Associate Professor of English

B.A., Cornell University, 1960; M.A., Boston University, 1974; Ph.D., Brown University, 1977.

Emel Yakali, Associate Professor of Chemistry

B.S., Robert College, Istanbul, 1968;
Ph.D., Syracuse University, 1973.

Voting Members of the Graduate School of Library and Information Science Faculty, 1987-88

A.J. Anderson, Professor of Library and Information Science

B.A., Bishop's University, 1956; M.S., Simmons College, 1967; D.Ed., Boston University, 1979.

James C. Baughman, Associate Professor of Library and Information Science

B.S., Clarion State College, 1963; M.S.L.S., Drexel University, 1967; M.A., 1970, Ph.D., 1971, Case Western Reserve University.

Margaret A. Bush, Assistant Professor of Library and Information Science

B.A., 1959, M.L.S., 1960, University of California, Berkeley.

Ching-chih Chen, Associate Dean and Professor of Library and Information Science

B.A., National Taiwan University, 1959; M.A.L.S., University of Michigan, 1961; Ph.D., Case Western Reserve University, 1974.

Josephine R. Fang, Professor of Library and Information Science

Absolutorium, University of Vienna, 1947; M.S.L.S., Catholic University of America, 1954; Ph.D., University of Graz, 1948.

Peter Hernon, Professor of Library and Information Science

B.A., University of Colorado, 1966; M.A., University of Denver, 1976; Ph.D., Indiana University, 1978.

Sheila Intner, Assistant Professor of Library and Information Science

B.A., Northwestern University, 1955; M.L.S., Queens College, City University of New York, 1976; D.L.S., Columbia University, 1982.

Estelle Jussim, Professor of Library and Information Science

B.A., Queens College, 1947; M.S.L.S., 1963, D.L.S., 1970, Columbia University.

James M. Matarazzo, Associate Dean and Professor of Library and Information Science

B.S., 1963, M.A., 1972, Boston College; M.S., Simmons College, 1965; Ph.D., University of Pittsburgh, 1979.

Patricia G. Oyler, Associate Professor of Library and Information Science

B.A., Chestnut Hill College, 1965; M.A., Simmons College, 1976; M.L.S., 1966, Ph.D., 1977, University of Pittsburgh.

Pamela Reekes McKirdy, Assistant Professor of Library and Information Science

B.S., Massachusetts Institute of Technology, 1971; M.S., Simmons College, 1976.

Carolyn Schwartz, Associate Professor of Library and Information Science

B.A., 1969, M.L.S., 1974, McGill University.

L. Allen Smith, Associate Professor of Library and Information Science

B.A., Ohio University, 1963; M.A., University of Denver, 1966; Ph.D., University of Leeds, 1979.

Robert D. Stueart, Dean of the Graduate School of Library and Information Science and Professor of Library and Information Science

B.A., Southern Arkansas University, 1956; M.S., Louisiana State University, 1961; Ph.D., University of Pittsburgh, 1971.

Voting Members of the Graduate School of Management Faculty, 1987-88

Susan Hass, *Associate Professor of Graduate Management*

B.S., Boston University, 1971; M.B.A., Harvard University, 1975.

Mary Louise Hatten *Professor of Management*

B.A., Rosary College; M.S., 1972, Ph.D., 1974, Purdue University.

Margaret Hennig, *Dean of the Graduate School of Management and Professor of Management*

B.S., Simmons College, 1962; M.B.A., 1964, D.B.A., 1971, Harvard University.

Anne Jardim, *Dean of the Graduate School of Management and Professor of Management*

B.S., University of London, 1958; D.B.A., Harvard University, 1967.

Deborah M. Kolb, *Associate Professor of Graduate Management*

B.A., Vassar College, 1965; M.B.A., University of Colorado, 1973; Ph.D., Massachusetts Institute of Technology, 1981.

Ann Lindsey, *Assistant Professor of Graduate Management*

B.A., University of South Carolina, 1967; M.B.A., Simmons College Graduate School of Management, 1977.

W. David Novak, *Associate Professor of Quantitative Management*

B.A., 1965, Ph.D., 1974, Washington State University.

Issa Samii, *Associate Professor of Management*

B.S., Western State University, 1962; M.B.A., Industrial Management Institute, Tehran, Iran, 1973.

Voting Members of the School of Social Work Faculty, 1987-88

Myrna Bocage, *Assistant Professor of Social Work*

B.A., University of New Orleans, 1970; M.S.W., Simmons College School of Social Work, 1974.

Carol Bonner, *Assistant Professor of Social Work*

B.A., Mount Holyoke College, 1972; M.S., Simmons College School of Social Work, 1974.

Deanna Brooks, *Assistant Professor of Social Work*

B.A., University of Akron, 1965; M.S.W., Smith College School for Social Work, 1970.

Ruth Grossman *Dean, Assistant Professor of Social Work*

B.A., University of Pittsburgh, 1959; M.S.W., University of Pittsburgh Graduate School of Social Work, 1961.

Eileen Freiberg-Dale, *Assistant Professor of Social Work*

B.S., Cornell University, 1965; M.S.S.S., Boston University School of Social Work, 1967.

Sophie Freud, *Professor of Social Work*

B.A., Radcliffe College, 1946; M.S.W., Simmons College School of Social Work, 1948; Ph.D., Brandeis University, 1970.

Abbie K. Frost, *Assistant Professor of Social Work*

B.A., 1973, M.S.S.A., 1977, Ph.D., 1983, Case Western University.

Betty Garcia-Bahne, *Assistant Professor of Social Work*

B.S., California State Polytechnic University, 1965; M.S.W., School of Social Work, San Diego State University, 1968; Ph.D., Boston University, 1985.

Aileen F. Hart, Professor of Social Work

B.A., Cornell University, 1965; M.S.W., 1967, D.S.W., 1978, Columbia University School of Social Work; M.B.A., Simmons College Graduate School of Management, 1986.

Ann F. Henderson, Assistant Professor of Social Work

B.A., Radcliffe College, 1965; M.S.S.W., Columbia University School of Social Work, 1967.

Denise Humm-Delgado, Assistant Professor of Social Work

B.A., Marymount Manhattan College, 1970; M.S.S.W., Columbia University School of Social Work, 1973; Ph.D., Florence Heller Graduate School, Brandeis University, 1977.

Kevin Kennedy, Assistant Professor of Social Work

B.A., College of the Holy Cross, 1969; M.S.W., 1972, D.S.W., 1984, Boston College.

Mark Klauk, Assistant Professor of Social Work

B.S., Gannon College, 1968; M.S., Columbia University, 1975.

Joseph M. Regan, Associate Dean of the School of Social Work and Associate Professor of Social Work

M.S.W., Loyola University School of Social Work, 1974; Ph.D., Brandeis University, 1978.

Helen Z. Reinherz, Professor of Social Work

B.A., Wheaton College, 1944; M.S.W., Simmons College School of Social Work, 1946; Sc.D., Harvard School of Public Health, 1965.

Priscilla M. Riley, Associate Professor of Social Work

B.A., Emmanuel College, 1962; M.S.W., Boston College School of Social Work, 1964.

Carol R. Swenson, Associate Professor of Social Work

B.A., Mount Holyoke College, 1965; M.S.W., Smith College School for Social Work, 1967; D.S.W., Columbia University School of Social Work, 1983.

Diana Waldfogel, Dean of the School of Social Work and Professor of Social Work

B.A., Wayne State University, 1944; M.S.W., Wayne State University School of Social Work, 1947.

Jack C. Wall, Assistant Professor of Social Work

B.A., San Francisco State University, 1970; M.S.W., University of Connecticut School of Social Work, 1974.

Awards and Prizes

All-College Awards

Alumnae Award for Academic Achievement

Alumnae Honor Award

Jean Bratton Memorial Award

Danielson Memorial Award

Palmer Award

Robert Rankin Award

Barbara J. Rosen, M.D., Award

Julia Myerson Trustman Fellowship

Departmental/Program Awards

Department of Biology

Catherine Jones Witton Award

Department of Chemistry

Allen Douglass Bliss Memorial Award

American Institute of Chemists Award

Department of Communications

Department Faculty Award

Mariana Evans Creel Award
in Journalism

Photography Award

Visual Communications Award

Department of Economics

Patricia Anne McGrory Memorial Award

John Kalchbrenner Outstanding Student Award

Department of Education and Human Services

Barbara Mason Kemp Award

Elizabeth B. Rawlins Award

Douglas Eli Shuch Award

Department of English

Gail Norris Memorial Book Award

Department of Foreign Languages and Literatures

Edward Addelson Award

Foreign Language Prize

Department of History

Clio Award

Susan Moskowitz Grand Award

International Relations Program

Warburg Prize

Department of Management

Beatrice C. Gannon Award

King C. Gillette Award

Wall Street Journal Award in Finance

Department of Mathematics

Mathematics Honor Award

Department of Nursing

Marjorie Stimson Honor Award

Pauline Wheble Tripp Faculty Award

Department of Nutrition

Ruby Winslow Linn Award

Nutrition Faculty Award

Department of Physical Therapy

Faculty/Alumnae Award

Department of Political Science

Roy M. Tollefson Award

Carroll French Miles Award

Prince Program in Retail Management

Prince School Founder's Prize

Harold D. Hodgkinson Achievement Award

Department of Psychology

Stephen R. Deane Award

Department of Sociology

Distinguished Student Award

Departmental Service Award

C. Wright Mills Award

Women's Studies Program

Charlotte Perkins Gilman Award

Graduate School Awards

Library and Information Science

Kenneth R. Shaffer Outstanding Student Award

Management

Beekhuis Award

Butler Award

Pat Miller Memorial Award

Rappaport Award for Alumna Achievement

Trahey Prize

Social Work

Iris MacRae Award for Achievement in Social Work

Honorary Degrees Awarded

1986

Yen-Tsai Feng, *Doctor of Library Science*

Ellen Goodman, *Doctor of Letters*

Kip Tiernan, *Doctor of Human Service*

1985

Ethel L. Heins, *Doctor of Children's Literature*

Paul Heins, *Doctor of Children's Literature*

Ruby Winslow Linn, *Doctor of Humane Letters*

Robert E. White, *Doctor of Public Service*

1984

Patricia Neal, *Doctor of Public Arts*

Muriel Sutherland Snowden, *Doctor of Human Service*

Otto Phillip Snowden, *Doctor of Human Service*

1983

David McCord, *Doctor of Children's Literature*

Evelyn Murphy, *Doctor of Public Service*

1982

Doriot Anthony Dwyer, Doctor of Music
W. Arthur Garrity, Jr., Doctor of Humane Letters
H.E. Sir Shridath Ramphal, Doctor of Humane Letters
Margaret E. Ready, M.D., Doctor of Humane Science

1981

Jan Fontein, Doctor of Fine Arts
Elizabeth Holtzman, Doctor of Laws

1980

Margaret E. Kuhn, Doctor of Humane Letters
Robert F. Rutherford, Doctor of Social Service
Roy Wilkins, Doctor of Humane Letters

1979

Gregory R. Anrig, Doctor of Public Service
F. Adetowun Ogunsheye, Doctor of Library Science
Julia M. Walsh, Doctor of Business Administration

1978

Bancroft Beatley, Doctor of Humane Letters
Ethel Bere, Doctor of Business Administration
Rosamond Lamb, Doctor of Fine Arts
Elda Robb, Doctor of Public Service
Louise S. Scott, Doctor of Letters
Kenneth Shaffer, Doctor of Library Science
Dorothy Williams, Doctor of Journalism

1977

Shirley Anita St. Hill Chisholm, Doctor of Humane Letters
Henry Beetle Hough, Doctor of Letters
Alice Rossi, Doctor of Laws

1976

Harriett Moulton Bartlett, Doctor of Social Service
Rhetaugh Graves Dumas, Doctor of Public Service
William Edgar Park, Doctor of Laws
Elie Wiesel, Doctor of Letters

1975

Sarah Caldwell, Doctor of Fine Arts
Arthur R. Taylor, Doctor of Humane Letters

1973

Eugene Adam Acheson, Bachelor of Applied Arts
Gloria Steinem, Doctor of Human Justice
Wylie Sypher, Doctor of Humane Letters

1972

Edith Fishtine Helman, Doctor of Letters
Coretta Scott King, Doctor of Humane Letters

1971

Melnea A. Cass, Doctor of Humanities
J. Garton Needham, Doctor of Humane Letters

Index

Academic Credit 29
Academy 29
Accounting 90
Add/Drop Day 15
Administrative Offices 174
Admissions 15
Advanced Placement 16
Advertising 43
Afro-American Studies 135
Alumnae Association 12
American Studies 136
Application
 Procedures 15, 17
Art and Music,
 Department of 30
Arts Administration 31
Athletics/Physical
 Education 12, 114
Attendance 7
Awards and Prizes 187
Bachelor of Arts, Bachelor of
 Science 26
Bachelor's Degree Program
 for Business Women 147
Biology, Department of 35
Boston and the College 5
Calendar 2
Career Planning and
 Counseling Center 9
Career Resource Center 9
Career Services and
 Placement Office 10
Chemistry, Department of 39
 Double-Degree Program
 with Pharmacy 145
Children's Literature 151
City and Beyond 6
College, The 5
College Community 6
College Libraries 11
Communications,
 Department of 42
 Graduate Program 152
Computer Science 139
Continuing Education 19
Corporation 172
Course Numbers 30
Deans' Offices 8
Dean's List 29
Degrees with Distinction 29
Degree Requirements 26
Dental School
 Preparation 145
Departmental Recognition 29
Deposits, Tuition and
 Residence 14
Dietetics 108
Diploma Programs
 Communications 44
 Management 97
Directory 4
Doctor of Arts 160
Doctor of Social Work 170
Domestic Exchange
 Programs 23
Economics, Department of 47
Education and Human Services,
 Department of 51
 Bachelor's-Master's
 Program 56
 Early Childhood
 Education 52
 Elementary Education 53
 Graduate Programs 153
 High School Education 53
 Human Services Program 56
 Mainstream Teacher
 Program 51
 Middle School Education 53
 Moderate Special Needs
 Program 55
 Severe Special Needs
 Program 54
Educational Program 21
Emeriti 172
Engineering, Double-Degree
 Programs 146
English, Department of 64
 Graduate Programs 155, 156
Expenses, Undergraduate and
 Diploma 12
 Graduate 149
Faculty (see listings under
 individual departments)
 Voting Members 178
Fees (see Expenses) 12
Field Work 24
Finance 91
Food Science and
 Nutrition 108
Foreign Languages and Liter-
 atures, Department of 73
 Graduate Programs 156
Foreign Study Program 75
French 75
Freshman Honors Program
 and Scholarship
 Competition 16, 29
German 77
Goals 21
Grade Point Average 27
Graduate Programs 147
 Fees 149
Graduate Study Advisement 26
Grants 19
Graphic and Publishing
 Arts 43
Guidance (see Student
 Services) 9
Health Services 10
Hebrew College 147
History, Department of 81
Honorary Degrees
 Awarded 188
Honors Programs 29
Honor System 6
Human Services 51
Independent Learning 23
Individual Program
 Planning 23
Infirmary (see Health
 Services) 10
Integrative Seminar 24
Interdepartmental
 Concentrations 135
Interdepartmental Programs 25
Interdisciplinary 157
International Management 91
International Relations 141
International Students 18
Internships 24
Languages (see Foreign Lan-
 guages and Literatures) 73
Liberal Arts and Sciences
 Requirement Courses 27
Libraries 11
Library and Information Science,
 Graduate School of 159
Loans 20
Management, Department of 89
 Graduate School of 163
 Prince Program 98
Marks and Evaluations 28
Master's Degrees 148
 Children's Literature 151
 Communications
 Management 152
 Education (M.A.T.,
 M.S.) 153
 English 155, 156
 French 156
 Health Care
 Administration 157
 Liberal Studies 158
 Library and Information
 Science 159
 Management 163
 Nursing 165
 Physical Therapy 168
 Severe Special Needs 154
 Social Work 168
 Spanish 156
Mathematics,
 Department of 100
Music 33
Needham Career Planning and
 Counseling Center 9
New England Conservatory 35

Nursing, Department of	103	Psychology, Department of	125	Social Work, Graduate	
B.S. for Registered Nurses		Public Relations	44	School of	168
Program	106	Recognition of Merit	29	Sociology, Department of	130
Graduate Programs	165	Refund Policies	14	Spanish	78
Nutrition, Department of	107	Regulations	6	Student Activities Center	10
OPEN Program	25	Requirements	26	Student Services	9
Pharmacy with Chemistry,		Residence Halls	8	Student Financial Aid,	
Double-Degree		Residence Office	10	Office of	9
Program	145	ROTC Program	6	Study Abroad	23, 75
Philosophy, Department of	111	Russian	77	Summer Courses,	
Physical Education/		Scholarships,		Graduate	149
Athletics	12, 114	Undergraduate	19	Supportive Instructional	
Physical Therapy,		Second Baccalaureate		Services, Office of	9
Department of	115	Degree	18	Transfer Students	17
Graduate Program	168	Simmons College,		Tuition (see Expenses)	12
Physics, Department of	118	Introduction	5	Tuition and Residence	
Political Science, Department		Community	6	Deposits	14
of	121	Educational Program	21	Veterinary School	
Prelaw-School Preparation	145	Simmons Semester in		Preparation	145
Premedical Preparation	145	Boston	18	Withdrawal from the College	8
President's Office	8			Women's Studies	143
Prince Program in Retail					
Management	98				

